DOCUMENT RESUME

ED 264 892 IR 051 402

AUTHOR Beristain, Maureen Fanning
TITLE A Survey of Primary Bibliographic Instruction Methods and Aids Currently Used in Selected Canadian Academic Libraries.
PUB DATE 85
NOTE 108p.; M.L.S. Research Project, University of Alberta.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Libraries; *Community Colleges; Foreign Countries; Foreign Students; Higher Education; Information Seeking; *Instructional Materials; *Library Instruction; Library Services; Library Skills; Library Surveys; Methods; Questionnaires; *Universities
IDENTIFIERS *Canada

ABSTRACT

This study examines bibliographic instruction methods and aids currently being used in selected Canadian academic libraries. The project's objectives included identifying: the current state of bibliographic instruction; programs or special services offered for foreign students; changes or developments that have taken place in bibliographic instruction methodologies or use of instructional aids since 1976; and trends predicted during the next three years. The primary source of data was a questionnaire survey mailed to 38 libraries in two categories: universities and colleges, and community colleges. The sample was selected to represent both kinds of libraries and 29 questionnaires were returned for a 76% response rate. This six-part report comprises: (1) historical background, purpose of the study, and an explanation of project objectives, limitations, and definitions; (2) a review of the related literature; (3) a description of the research procedures, including study and instrument design and the surveyed population; (4) project findings in a number of areas, including bibliographic instruction programs offered, instructors, publicity, methods, aids, and future trends; (5) a comparison of this project's findings with those of a similar survey conducted by Sheila Laidlaw in 1977; and (6) project conclusions. Twenty-eight tables and a bibliography are provided. Appendices include the questionnaires for both the 1977 and the current study. (THC).

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
OERI
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official position or policy.

ED264892

THE UNIVERSITY OF ALBERTA

A SURVEY OF
PRIMARY BIBLIOGRAPHIC INSTRUCTION METHODS AND AIDS CURRENTLY USED IN SELECTED CANADIAN ACADEMIC LIBRARIES

BY

MAUREEN FANNING BERISTAIN

A NON-THESIS PROJECT
SUBMITTED TO THE FACULTY OF LIBRARY SCIENCE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF LIBRARY SCIENCE

EDMONTON, ALBERTA
FALL, 1985

IR051402

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Maureen F. Beristain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FACULTY OF LIBRARY SCIENCE

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2J4

Release Form

Name of Author Maureen Fanning Beristain

Title of Research Project A Survey of Bibliographic Instruction Methods and Aids Currently Used in Selected Canadian Academic Libraries

Degree for which Research Project was presented Master of Library Science

Permission is hereby granted to the Faculty of Library Science at the University of Alberta to reproduce single copies of this Research Project and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the Research Project nor extensive extracts from it may be reproduced without the author's written permission.

Maureen F. Beristain
Signed

Maureen Fanning Beristain

Permanent Address
6908 - 11 Avenue
Edmonton, Alberta
T6K 3J5

September 18, 1985
Date

UNIVERSITY OF ALBERTA

FACULTY OF LIBRARY SCIENCE

The undersigned certify that they have read, and recommended to the Faculty of Library Science for acceptance, a research project entitled *A Survey of Primary Bibliographic Instruction Methods and Aids Currently Used in Selected Canadian Academic Libraries*, submitted by *Maureen Fanning Beristain*, in partial fulfillment of the requirements for the degree of Master of Library Science.

Robert E. Brundin
(Supervisor)

A.M. Schrader
(Second Reader)

Date 18 Sept. 1985

ABSTRACT

Approximately ten years have passed since the state of bibliographic instruction in Canadian academic libraries was broadly surveyed. This study provides information on bibliographic instruction methods and aids currently used in Canadian academic libraries. The level of bibliographic instruction designed specifically for foreign students is also investigated. Finally, predictions are made with regard to future trends in bibliographic instruction in academic libraries.

ACKNOWLEDGEMENTS

My thanks and acknowledgements go to a number of people who helped me with this study. First, thanks go to Jorge R., Jorge M. and Vicente who encouraged and assisted me to complete this study. Second, thanks go to Dr. Robert Brundin, my advisor, and Dr. Alvin Schrader, my second reader, who guided and supported me during the completion of this study. Finally, thanks go to Deborah Dancik and Margo Young from the University of Alberta and Patricia Lloyd from Grant MacEwan Community College who provided valuable suggestions concerning the development of the questionnaire for this study.

TABLE OF CONTENTS

PAGE

I. INTRODUCTION 1

A. HISTORICAL BACKGROUND
B. PURPOSE OF THE STUDY
C. PROJECT OBJECTIVES
D. LIMITATIONS
E. DEFINITIONS

II. RELATED LITERATURE 7

A. INTRODUCTION
B. SUPERVISION
C. INSTRUCTORS
D. PUBLICITY
E. BIBLIOGRAPHIC INSTRUCTION METHODS
F. BIBLIOGRAPHIC INSTRUCTION AIDS
G. BIBLIOGRAPHIC INSTRUCTION CONTENT
H. FOREIGN STUDENTS: SPECIAL LIBRARY USERS
I. BIBLIOGRAPHIC INSTRUCTION EVALUATION

III. RESEARCH PROCEDURES 29

A. DESIGN OF THE STUDY
B. DESIGN OF THE INSTRUMENT
C. POPULATION

IV. PROJECT FINDINGS 32

A. QUESTIONNAIRE DISTRIBUTION AND RESPONSE
B. STUDENT ENROLLMENT
C. BIBLIOGRAPHIC INSTRUCTION OFFERED
D. SUPERVISION
E. INSTRUCTORS
F. PUBLICITY
G. METHODS
H. AIDS
I. CONTENT
J. PRODUCTION OF AIDS
K. EVALUATION
L. LANGUAGE OF INSTRUCTION
M. BIBLIOGRAPHIC INSTRUCTION FOR CREDIT
N. NON-CREDIT BIBLIOGRAPHIC INSTRUCTION
O. ORIENTATION SESSIONS
P. FUNDS
Q. FUTURE TRENDS

V. FINDINGS COMPARED WITH LAIDLAW'S SURVEY 50

A. SUPERVISION
B. PUBLICITY
C. BIBLIOGRAPHIC INSTRUCTION METHODS
D. BIBLIOGRAPHIC INSTRUCTION AIDS
E. PRODUCTION OF AIDS
F. EVALUATION
G. BIBLIOGRAPHIC INSTRUCTION COURSES
H. LIBRARY ORIENTATION

VI. PROJECT CONCLUSIONS 58

BIBLIOGRAPHY 62

APPENDICES
A. COVER LETTER 67
B. QUESTIONNAIRE 68
C. FOLLOW-UP LETTER 84
D. PROPOSAL FOR SURVEY OF BIBLIOGRAPHIC INSTRUCTION IN ATLANTIC PROVINCES 85
E. SHEILA LAIDLAW'S QUESTIONNAIRE 95

LIST OF TABLES

PAGE

1. Geographic distribution of questionnaires 32
2. Student enrollment distribution, 1983-84 33
3. Foreign student enrollment, 1983-84 34
4. Institutions offering bibliographic instruction, 1983-84 34
5. Applicability of questionnaire information to entire library system or to specific libraries 35
6. Individual(s) supervising bibliographic instruction 36
7. Bibliographic instructors 37
8. Methods used to publicize bibliographic instruction 37
9. Methods employed in bibliographic instruction 38
10. Bibliographic instruction aids utilized 39
11. Bibliographic instruction content 40
12. Production of bibliographic instruction aids 40
13. Evaluation of bibliographic instruction methods 41
14. Language of instruction in bibliographic instruction courses 42
15. Bibliographic instruction offered for credit 42
16. Schedule of bibliographic instruction courses for credit 43
17. Student participation in bibliographic instruction courses for credit 43
18. Students' time schduled for bibliographic instruction courses for credit 44
19. Grading of bibliographic instruction courses for credit 44
20. Students required to repeat bibliographic instruction courses for credit 44
21. Non-credit bibliographic instruction courses offered 45
22. Schedule for non-credit bibliographic instruction courses 46

23. Type of student participation in non-credit bibliographic instruction 46
24. Methods of scheduling students' time for bibliographic instruction 47
25. Methods of grading non-credit bibliographic instruction courses 47
26. Requirement for students to repeat non-credit bibliographic instruction courses 47
27. Types of library orientation sessions for new faculty members 48
28. Types of library orientation sessions for graduate teaching/research assistants 48

I. INTRODUCTION

A. HISTORICAL BACKGROUND

Bibliographic instruction has long been accepted as a valid and necessary component of academic library service. Justin Winsor, Azariah Root, Edwin Woodruff,[1] Raymond Davis, and Otis Robinson[2] are frequently cited nineteenth century advocates of bibliographic instruction. At that time the role of librarian as educator was promoted. The need to educate both undergraduate and graduate students in library use was recognized. Faculty involvement in library instruction was encouraged. The concept of course-related instruction was introduced.

Charles Shaw continued this pioneer work in the development of programs to meet students' needs. In 1928 he outlined proposals of the American Library Association concerning bibliographic instruction. These included a need for thorough training of first year students in library use. Shaw stated that departments of bibliography should be established to provide necessary courses. The courses should begin with elementary introductions to the use of library tools and aids and continue through courses in the evaluation of library materials. Finally, "bibliographical instructors" should have knowledge of libraries and be skilled in teaching methods. [3]

---

[1] Frances L. Hopkins, "A century of bibliographic instruction: the historical claim to professional and academic legitimacy," College and Research Libraries 43no.3(May, 1982):193-94.
[2] Peter Hernon, "Instruction in the use of academic libaries: a preliminary study of the early years," Journal of Library History 17(Winter, 1982):19-20.

Interest in bibliographic instruction continued to grow during the 1930's. Louis Shores put forth the idea of the library-college. Librarians would join together with subject specialists to guide undergraduate students in independent, interdisciplinary study. [4]

Little change in the level of bibliographic instruction can be noted until the 1960's. Two factors seem to have contributed directly to promoting general interest in bibliographic instruction. Introduction of universal higher education in North America contributed to dramatic increases in the sizes of student populations. Library collections increased markedly due to the exponential growth in the volume of research literature after the Second World War. Trends representative of the international scene are aptly described by Bruce Peel:

> The golden decade of Canadian universities was the 1960's. Each year larger bodies of students entered the doors of academe; teaching staffs expanded; courses offerings proliferated; graduate and research programmes burgeoned. Government and politicians looked with favour on higher education; their beneficence enabled universities to expand physical and intellectual resources on a scale hitherto

---

[3] Charles B. Shaw, "Bibliographical competencies for students," Library Journal 53(April 1, 1928):300-01.
[4] Hopkins, 194.

undreamed of. [5]

As library collections grew, so did the complexities of using and retrieving information. Approaches to bibliographic instruction were not adequate to satisfy the needs of so many students who lacked basic library competence, but were expected to cope with library systems traditionally geared toward graduate students and faculty. [6]

Similar trends were also reported in Britain and Australia in the 1960's. British technical universities and polytechnical institutes were credited with leading the field in the development of bibliographic instruction programs to meet user needs. [7] Polytechnical institutes in Australia were noted to be more responsive to user needs than older, well established universities. [8]

Rapid development of bibliographic instruction programs in North America prompted members of the Association of College and Research Libraries to establish an Ad Hoc Committee on Bibliographic Instruction in 1971. The name was chosen with care to reflect the committee's concern with instruction in the use of library resources, not orientation to library buildings.

---

[5] Bruce B. Peel, "Canadian university libraries," in Canadian libraries in their changing environment, ed. by Loraine Spencer Garry and Carl Garry (Downsview, Ont.: York University, 1977), 184.
[6] Hopkins, 196.
[7] Peter Fox, "Higher education in Britain and the United States: implications for user education," in Library user education: are new approaches needed? (London: British Library Board, 1980), 4.
[8] Patrick Condon, "User education in Australia," in Second International Conference on Library User Education, ed. by Peter Fox (Loughborough: INFUSE Publications, 1982), 102-03.

An attempt was made by the committee to identify types of programs offered, planning involved in their development, and methods of program evaluation.[9]

Sheila Laidlaw provided a light-hearted, although correct description of approaches to bibliograhic instruction in Canadian academic libraries by the mid 1970's: "You name it, we are doing it somewhere!"[10] Trends identified by her included:

> ... development of repeatable courses (usually noncredit) in specific aspects of library instruction, an increased emphasis on the teaching component of library instruction and on the place of library instruction in the university or college curriculum, more frequent analyses of user needs and production of programs to meet these needs, and more frequent reports of cooperation and consultation among libraries.[11]

Bibliographic instruction was identified as an important concern of academic librarians.

B. PURPOSE OF THE STUDY

Approximately ten years have passed since the state of bibliographic instruction in Canadian academic libraries has been broadly surveyed. Laidlaw published the results of her survey in 1976. In 1978 she observed that few publications on the topic could be identified in the literature.[12] The statement holds true today. Only five of one hundred fifty-three citations retrieved from an Educational Resources Information Center (ERIC) database search referred to Canadian research. Four of the items were published after Laidlaw's study. Survey articles referred to research in specific areas of bibliographic instruction. None included a broad survey of the approaches of Canadian academic libraries to bibliographic instruction. A search of the Library and Information Science Abstracts (LISA) database yielded similiar results.

---

[9] Thomas Kirk and Mary Jo Lynch, and the ACRL Ad Hoc Committee on Bibliographic Instruction, "Bibliographic instruction in academic libraries: new developments," Drexel Library Quarterly 8no.3(July, 1972):358, 363-65.

[10] Sheila M. Laidlaw, "Library instruction in the 70's: the state of the art in Canadian academic libraries," in Library instruction in the seventies: state of the art, ed. by Hannelore B. Rader (Ann Arbor, Mich.: Pierian Press, 1977), 1.

[11] Sheila M. Laidlaw, "Progress and recent developments in Canadian libraries," in Progress in educating the library user, ed. by John Lubans (New York: R. R. Bowker, 1978), 203.

The purpose of this study is to provide current information on bibliographic instruction in Canadian academic libraries. Identified trends will be compared with the results of Laidlaw's study to determine what changes or developments in bibliographic methods or uses of aids have taken place during the last decade.

C. PROJECT OBJECTIVES

Project objectives are as follows:

1. To identify the current state of bibliographic instruction in selected Canadian academic libraries.

2. To identify programs or special services offered for foreign students in selected Canadian academic libraries.

3. To identify changes or developments that have taken place in bibliographic instruction methodologies or use of instructional aids in selected Canadian academic libraries since 1976.

4. To identify future trends predicted in bibliographic instruction during the next three years in selected Canadian academic libraries.

---

[12] Laidlaw, "Progress and recent developments..., 195.

D. LIMITATIONS

A major limitation of the study involves the exclusion from the population of institutions offering instruction primarily in the French language. This is the result of time and cost considerations in hiring a translator to translate the questionnaire into French and interpret the results. However, institutions in Quebec that offer instruction primarily in English were identified. Their inclusion permits the development of a Canada-wide population sample.

E. DEFINITIONS

Academic libraries -- units containing resources and offering services designed to meet the information needs of students, faculty, and staff at institutions of post-secondary education.

Bibliographic instruction -- all activities designed to teach library users about available resources and research techniques. [13]

Bibliographic instruction aids -- any devices used in the library instructional process which:

- present supporting or supplementary material and may not be self-sufficient.
- present a complete body of information and are generally self-sufficient.
- provide a means of communication and do not usually involve human intervention. [14]

Bibliographic instruction methodology -- established processes in the presentation of library related instruction.

"State-of-the art" -- current level of development in the field of bibliographic instruction.

---

[13] Beverly Renford and Linnea Hendrickson, Bibliographic instruction: a handbook, (New York: Neal-Shuman, 1980), 184.

[14] Based on educational and instructional media and instructional aid definitions found in Dictionary of Education, ed. by Carter V. Good (New York: McGraw-Hill Book, 1973), 205, 306-07.

II. RELATED LITERATURE

A. INTRODUCTION

A growing interest in bibliographic instruction in academic libraries has been observed over the last few decades. Ron Blazek has suggested that citations found in Library Literature can serve as a guage to reflect the growth in that interest. He reports the average number of citations per year since the 1930's: 1930's, 7 per year; 1940's, 4 per year; 1950's, 9 per year; 1960's, 16 per year; 1970's, 32 per year; and 1980-82, 42 per year.[15] This trend in publications was also noted in the ERIC and LISA indexes.

Literature cited in the review is focused on specific areas of bibliographic instruction in academic libraries. These include supervision of activities; course instructors; methods of publicizing instruction; instructional methods; use of instructional aids; instructional content; evaluation of instruction; and instructional needs of foreign students. An attempt was made to identify current sources of information. In general references are limited to materials published since 1980.

---

[15] Ron Blazek, "Administrative climate for bibliographic instruction in large academic libraries,: Reference Librarian no.10(Spring-Summer, 1984):161.

Sources consulted for pertinent references included the COMCAT (Computer Output Microfiche Catalogue) and the DOBIS On-Line Catalogue at the University of Alberta. Computerized literature searches were conducted in both the ERIC and LISA databases. Library Literature was searched manually. Bibliographies provided in the course Advanced Information Services, Faculty of Library Science, University of Alberta, included useful references as well.

B. SUPERVISION

Supervision of bibliographic instruction activities within academic libraries traditionally lies with the reference department head. The purposes of bibliographic instruction and general reference services are closely linked. Both offer information and instruction in the use of library resources. The advantages of such a close linking arrangement are discussed by Maureen Pastine:

> Reference librarians are experts in the bibliographic content and control of various disciplines, as well as in research strategies and techniques. They do teach on a one-to-one basis every day. Thus it does seem that they are the logical staff to administer the program. Because of their daily contact with users in answering questions and providing guidance and directions to users, they are familiar with the curricular, research, and recreational needs of users. ... In addition, users frequently know reference librarians by name because of frequent interaction with them at the reference desk. Most students are more willing to approach a reference librarian who gave their class a bibliographic instruction

presentation than someone they have never met.[16]

A trend toward the appointment of bibliographic instruction coordinators was identified in the late 1970's. Allan Dyson reports that typical coordinators spend approximately 25-50% of their time on bibliographic instruction activities. They report directly to the heads of their libraries. Coordinators are not responsible for providing all instruction; rather they serve primarily an administrative function and involve others in the actual delivery of instruction.[17]

Several institutions have established separate departments of bibliographic instruction for their library systems. Advantages and disadvantages of removing staff involved in bibliographic instruction from the reference department have been outlined by Anne Beaubien, Sharon Hogan, and Mary George in Learning the Library. Some advantages are that librarians are allowed to concentrate fully on bibliographic instruction matters without continual distractions and interruptions caused by attention to other duties. Also, a certain public visibility for bibliographic instruction is achieved when a separate department is formed. A critical drawback identified is that such a separation,

> ... hinders BI staff from a continual realization of student and faculty needs to be found only at the

---

[16] Maureen Pastine, "Library instruction and reference service: administration of a bibliographic instruction program in the academic library," Reference Librarian no.10(Spring-Summer, 1984):186.

[17] Allan Dyson, "Library instruction in university undergraduate libraries," in Progress in educating the library user, ed. by John Lubans (New York: R. R. Bowker, 1978), 96-97.

> reference desk. No user survey and no BI evaluation can ever completely substitute for the one-to-one interaction over the reference desk.[18]

C. INSTRUCTORS

A common method of staffing for bibliographic instruction programs involves drawing upon talent from all library departments by the department administering the program. Pastine cautions that friction may possibly occur between departments in this situation. The department requesting assistance from another department should compensate that department with equal staff time.[19]

Reference librarians are the primary group that provides bibliographic instruction. Another group frequently involved is technical services librarians. Their role has increased significantly since the 1970's. Lois Paush and Jack Koch discuss the advantages of their participation. These librarians frequently have strong subject backgrounds which can be exploited in developing and teaching programs. Their special competencies in the technical services area can contribute to the development of instruction and effectiveness in teaching library skills such as use of the catalog.[20]

Other groups involved in bibliographic instruction, to a lesser degree than librarians, include support staff, students, and occasionally faculty members.

---

[18] Anne K. Beaubien, Sharon A. Hogan, (and) Mary W. George, Learning the library: concepts and methods for effective bibliographic instruction (New York: R. R. Bowker, 1982), 231.
[19] Pastine, 186.
[20] Lois M. Paush and Jack Koch, "Technical services librarians in library instruction," Libri 31(September, 1981):203, 200.

D. PUBLICITY

Several techniques for publicizing bibliographic instruction are cited in the literature. Eric Johnson recommends that librarians participate in departmental meetings of teaching faculty at least annually. Presentations concerning new library services or a survey of reference tools "will keep the regular users up to date and hopefully generate interest among the recalcitrants." The faculty interest generated may be passed on to students. [21]

Other possibilities are discussed by Beaubien, Hogan, and George[22] and the frequently cited Bibliographic Instruction: A Handbook by Beverly Renford and Linnea Hendrickson. [23] These may include distributing fliers, placing announcements in student publications and faculty newsletters, and through personal contacts with faculty.

E. BIBLIOGRAPHIC INSTRUCTION METHODS

Some instructional methods are perceived to be more effective than others. Approaches to bibliographic instruction vary among institutions as a result of philosophical differences among librarians concerning the best methods of instruction. As well, the degree of financial support for bibliographic instruction activities affects the choice of instructional methods. Frequently cited methods are individualized, computer-assisted, and course-related instruction, and the lecture method.

---

[21] Eric Johnson, "Library instruction for faculty members," Reference Librarian no.10(Spring-Summer, 1984):201.
[22] Beaubien, 240-42.
[23] Renford, 20.

A very traditional and the most effective method of library instruction according to many researchers utilizes the individualized approach. Mignon Adams indicates that individualized instruction refers to any form of instruction adapted to meet individualized needs. She describes individualized instruction as follows:

> ... instruction may range from presenting the same material but at differing rates, to using the same materials but varying the type of presentation according to the personal or social styles of the student, to using materials and objectives chosen to match the student. [24]

This approach has been referred to as "one-to-one" instruction by Anne Roberts. [25]

Computer-assisted instruction (CAI) is another popular and effective method of bibliographic instruction which is designed to meet the needs of individual users. It was introduced to the library scene as recently as the 1960's.

An overview of computer-assisted instruction is offered by Mitsuko Williams and Elizabeth Davis. They describe computer-based instruction (CBI) as a term used to encompass all computerized aspects of instructional processes in the educational context. Subcategories of educational computer utilization include computer-managed instruction (CMI) which uses the computer to manage data; computer-assisted testing (CAT); and computer-assisted instruction (CAI) which is often used interchangeably with computer-assisted learning (CAL). Both terms imply an emphasis on the student or learner. Use of this latter method grew in the 1970's when library funds were available for experimental projects. [26]

---

[24] Mignon Adams, "Individualized approach to learing library skills," Library Trends 29no.1(Summer, 1980):84.
[25] Anne F. Roberts, Library instruction for librarians (Littleton, Colo.: Libraries Unlimited, 1982), 42-43.

Roberts outlines the advantages and disadvantages of computer-assisted instruction. Users may be more interested in learning because of the medium of instruction. Users can proceed at their own paces and enter programs at levels to meet their needs. Programs are relatively easy to revise and update as required. The initial cost of computer hardware and software is perhaps the principle disadvantage to implementing this form of instruction. [27]

The popularity of course-related instruction has increased in recent years. It is perceived to be the most effective method of group instruction. Renford and Hendrickson describe it as "instruction in the library skills and bibliographic information necessary to complete the objectives of a particular nonlibrary course." [28] Stephen Stoan comments that the advantage of course-related instruction is that it emphasizes not only the reference tools users should consult to complete their assignments, but also the sequence in which they should be consulted.[29]

---

[26] Mitsuko Williams and Elizabeth B. Davis, "Computer-assisted instruction: an overview," in Theories of bibliographic education: designs for teaching, ed. by Cerise Oberman and Katina Strauch (New York: R. R. Bowker, 1982), 171.
[27] Roberts, 45.
[28] Renford, 72.

James Ford indicates that introductory level English courses provide the primary venues for course-related instruction. He states that English instructors, working in association with library staff, are usually charged with the task of teaching students research skills.[30]

Students are more highly motivated to participate in this type of instruction than in other forms. Only material which is relevant to their immediate needs is introduced. The advantages of learning about the library and its holdings can be easily realized. Completion of library instruction is required to successfully complete class assignments.

Disadvantages of the method have been outlined by Roberts. Costs are high in terms of staff time needed to prepare presentations on specific topics, in comparison with the time needed to present general introductions to use of library materials. Sessions may be difficult to schedule since peak demands for various courses may come at the same times. Also, little class time may be allotted for library instruction. One session may not be adequate to cover primary sources available

---

[29] Stephen K. Stoan, "Research and library skills: an analysis and interpretation," College and Research Libraries 45(May, 1984):100.
[30] James E. Ford, "The natural alliance between librarians and English teachers in course-related library use instruction," College and Research Libraries 43no.5(September, 1982):380.

in a subject area.[31]

One of the oldest, but still frequently used, forms of bibliographic instruction is the traditional lecture. A lecture can be described as formal discussion of any subject, given with the intention to instruct. In comparison with individualized or course-related instruction, it is considered by many to be a less effective method. Deborah Penner presents a lengthy discussion of the method. She indicates that the principle advantages of the lecture are,

> ... content flexibility; low cost; amenability to audience questions or discussion; compatibility with other media options; and relative independence from presentation machinery.[32]

Roberts lists several possible disadvantages of the lecture method. They include difficulty in keeping the group's attention; the fact that the lecture may not occur when users have immediate use for the information presented; and the fact that if the group is large, the situation may not allow for profitable interaction between the instructor and the group members.[33]

F. BIBLIOGRAPHIC INSTRUCTION AIDS

Audiovisual materials have been successfully adapted by librarians for use in bibliographic instruction programs.

---

[31] Roberts, 63.
[32] Deborah Penner, "Library use instruction: forms of presentation" (Non-thesis project) (University of Alberta, 1983), 17.
[33] Roberts, 41.

Renford and Hendrickson discuss equipment needs as related to various audio-visual formats. They stress that whatever type of medium is used for instructional purposes, accuracy and high technical quality are extremely important. According to Renford and Hendrickson, three questions to be asked when evaluating aids are:

> 1. Is the material being presented accurately?
> 2. If it is audio in nature, can it be clearly heard and understood?
> 3. If it is visual in nature, is it clear and can it be read by everyone? [34]

One of the most frequently used aids is the workbook. According to Patricia Berge and Judith Pryor, the workbook has been a popular bibliographic instruction aid since the early 1970's. However, workbooks have been recognized as teaching tools in the field of education since the 1920's. Almost fifty years passed before they were used as aids in bibliographic instruction. Miriam Dudley is credited with adapting workbooks to teaching library skills to minority students at the University of California at Los Angeles in 1969. [35]

Donald White has published a study comparing workbooks with other teaching tools. He describes the practical advantages of the format over that of other aids. The printed format ensures that information which is uniform in quality and quantity is presented to all users. Print is a more efficient means of communication than oral communication. Workbooks are often used to reinforce information presented in a lecture. They are portable, allowing users the opportunity for hands-on experience with library resources. They provide convenient, inexpensive aids which can be readily adapted to the self-paced method of instruction. Workbooks are also used as a means to provide users with feedback on their performance in completing bibliographic instruction courses.[36]

---

[34] Renford, 176-177.

[35] Patricia Berge and Judith Pryor, "Applying educational theory to workbook instruction," in Theories of bibliographic education: designs for teaching, ed. by Cerise Oberman and Katina Struach (New York: R. R. Bowker, 1982), 91, 93.

As with other instructional aids, various disadvantages in using workbooks have been identified. In general it is agreed that one of the most serious drawbacks is that differing levels of ability among users cannot be readily accommodated.

G. BIBLIOGRAPHIC INSTRUCTION CONTENT

Topics covered by bibliographic instruction vary from library use in general to the use of specific tools. Topsey Smalley and Stephen Plum observe that in general librarians have been inclined

> ... to design bibliographic instruction programs that reflect three basic, presupposed constructs: (1) a framework for imparting skill and knowledge, which is centered on the tools themselves, (2) a prototypical model for successful interactions with library information systems, which is widely applicable to all disciplines, and (3) a learner who, once exposed to the tools and the model, is able to integrate cognitively these learning experiences for all other

---

[36] Donald J. White, "Workbooks for library instruction," Canadian Library Journal 38no.4(August, 1981): 215.

information searches.[37]

Various families of reference tools may be introduced in a bibliographic instruction presentation or consulted by users while completing assignments. Beaubien, Hogan, and George have suggested dividing tools into two groups to facilitate learning. Fact tools (atlases, directories, handbooks, etc.) provide direct information. Finding tools (annual reviews, catalogues, indexes, etc.) direct users to information contained in other sources. Users should be instructed to recognize the unique characteristics of each family of tools. They should then be able to transfer the skills and knowledge gained from bibliographic instruction to actual research situations.[38]

H. FOREIGN STUDENTS: SPECIAL LIBRARY USERS

Language and cultural differences are frequently cited as affecting foreign students' ability to use academic libraries effectively and efficiently. Little research has been published, however, concerning approaches to bibliographic instruction designed to meet the specific needs of foreign students. Most bibliographic instruction programs concentrate on traditional groups. These include programs for first year English classes; course-related instruction for upper level students; graduate student seminars; and, in recent years, programs for adult students.

---

[37] Topsy N. Smalley and Stephen H. Plum, "Teaching library researching in the humanities and the sciences: a contextual approach," in Theories of bibliographic education: designs for teaching, ed. by Cerise Oberman and Katina Strauch (New York: R. R. Bowker, 1982), 135.

[38] Beaubien, 83-86.

In an early, frequently cited study on foreign students Mary Lewis states that Asian students are faced with the dilemma of "catching up" to American students in all aspects of academic life. Both library resources and the manner of library use vary greatly between Asia and America. Lewis attempts to identify the kinds of bibliographic instruction most needed by the Asian students. She concludes that separate, required sessions are the most effective method of instruction for these students. They are assisted to adapt gradually to the American academic library system. [39]

A. R. Hagey and Joan Hagey surveyed Middle Eastern students who were enrolled in American academic institutions in the late 1960's to investigate if they found that their needs had been met in the institutions. Their results support Lewis' conclusions. Over 50% of the students surveyed considered their ability to locate library materials as only poor to fair. The population included students who had received instruction in library use. [40]

Research into the library needs of foreign students increased in the 1970's. Various approaches to bibliographic instruction were considered. A major study concerning the development of a specific bibliographic instruction program for international students was conducted at the University of Toledo. Dulce Mclean reports conclusions of the study. The development of multilingual glossaries for various foreign student groups are considered important to facilitate communication between students and library staff. Translation of self-guided tours and production of bilingual aids are recommended. As well, subject specific sessions are highly recommended for foreign graduate students.[41]

---

[39] Mary Genevieve Lewis, "Library orientation for Asia college students," College and Research Libraries 30no.3(May, 1969):267,271.

[40] A.R. Hagey (and) Joan Hagey, "Meeting the needs of students from other countries," Improving College and University Teaching 22(Winter, 1978):43.

An international study concerning the coping behavior of foreign studies in host countries was conducted during the 1976-77 academic year in ten countries, under the auspices of the International Committee for the Study of Educational Exchange. The American portion of the study was conducted by W. Frank Hull. He reports that in the area of library satisfaction, 77% of the students reported that services were suited to their needs.[42] Progress in educating and developing collections to meet foreign students' needs has been reflected in the survey. Other researchers have indicated that students tend to express more satisfaction with the university environment, including the library, the greater their command of the English language.[43]

Few references published since 1980 have been identified.

---

[41] Dulce Didio Mclean, "Library user education for the international student: a feasibility study," (Microform) (Arlington, VA: ERIC Document Reproduction Service, 1978), ED 197702, 16-17.

[42] W. Frank Hull, Foreign students in the United States of America: coping behavior within the education environment (New York: Praeger, 1978), 43.

[43] Motoko Lee, Mokhtar Abd-Ella, (and) Linda A. Burks, The needs of foreign students from developing nations at U.S. colleges and universities (Washington, D.C.: National Association for Foreign Student Affairs, 1981), 80.

Sally Wayman has described foreign students' language problems, unique behaviours, and unusual expectations of what libraries can actually do for students. She concludes her study with several practical recommendations to assist foreign students. Staff in-service training is viewed as essential to promote understanding of the students' cultural differences. Librarians should be informed of the composition of foreign student groups and should find out which groups will be most likely to have language and academic adjustment difficulties. Library contact should be established with students upon their arrival on campus and maintained through international student organizations. Inclusion in libraries of some material from the students' home country is strongly recommended when a large group of students from one region is identified, as the high cost of providing such specialized materials would be justified when a large number of students are to make use of them. Finally, "hands-on" experience is viewed as a very effective method of bibliographic instruction in the case of Asian and Middle Eastern students, as learning through observation and imitation are identified as common methods of instruction in their cultures.[44]

Frank Goudy and Eugene Moushey have published results of a survey concerning special problems library staff identify in terms of assisting foreign students in using the library, and to determine if specific bibliographic instruction programs have been developed to aid these students. They conclude that librarians generally believe that specific programs of instruction are definitely needed. However, they report that "there does not appear to be any single dominant trend in how library instruction is given to foreign students."[45]

---

[44] Sally G. Wayman, "The international student in the academic library," Journal of Academic Librarianship 9no.6(January, 1984):336, 340.

Problems similar to those experienced by foreign students in the United States have also been identified in Britain. Robert Pearce proposes

> ... practical treatment at the pre-sessional and orientation levels to combat the difficulties experienced in library use by that large group of students who arrive with the basic handicap of insufficient skill in English for academic purposes.[46]

Pearce's recommendations for bibliographic instruction for foreign students closely parallel recommendations made by American researchers. He proposes the identification of groups likely to experience the greatest difficulty with language and adjustment to academic life. Library guides and handbooks should be developed, in cooperation with Teaching English as a Second Language (TESL) experts, to suit foreign students' language skills. Use of lectures rather than audio presentations has been found to be more effective. Students experience the greatest difficulty in comprehending spoken language when it is "disembodied" from the speaker. Finally, Pearce places a high priority on staff orientation to possible language-related problems experienced by various groups of foreign students.[47]

---

[45] Frank William Goudy (and) Eugene Moushey, "Library instruction and foreign students: a survey of opinions and practices among selected libraries," Reference Librarian no.10(Spring-Summer, 1984):224.
[46] Robert Pearce, "The overseas student and library use: a special case for treatment?", in Second International Conference on Library User Education, ed. by Peter Fox. (Loughborough, England: INFUSE Publications, 1982), 45.

Terry Mood views the future of bibliographic instruction with pessimism. She indicates that progress made during the 1970's may be eroding in the 1980's. Results of her survey indicate that foreign students' needs are not addressed in many libraries:

> The sixty-five responses received indicate that libraries buy materials in foreign languages to support foreign language courses, not for the use of foreign students; and that they conduct tours or give classes in techniques of library research, not geared specifically to foreign students, but in which they may participate. Only three said they produce bibliographies oriented toward foreign students... Both the literature and questionnaire indicate that while some individual librarians are aware of the problems and potential and are working on ways to help the foreign student, the academic library profession as a whole is not.[48]

The number of foreign students in countries offering instruction in English is predicted to rise notably during the next few years. Statistics Canada has reported yearly increases in their numbers. In the early 1980's, approximately 55% of all foreign students in Canada came from Asia. Comparatively low international student fees have been indicated as the major factor in attracting students to Canada rather than to other English speaking countries.[49]

Mood has described enrollment trends in the United States.

---

[47] Pearce, 50.
[48] Terry Ann Mood, "Foreign students and the academic library," RQ 22no.2(Winter, 1982):176-77.
[49] "Foreign students on, but not the poor ones," CAUT Bulletin 29no.3(May, 1982):11.

In her study, foreign students represented 2.1% of the total student enrollment surveyed. Asian students accounted for 56% of the foreign student population.[50] Wayman reports that the number of foreign students in the United States is predicted to reach 1,000,000 by 1990. They will comprise 10% of the student population.[51] Pearce also reports that foreign student enrollment is increasing yearly in Britain.[52]

Several problem areas can be identified with regard to the provision of bibliographic instruction for foreign students. In general, staff preparation is viewed as inadequate to deal effectively with a foreign student population which is gradually shifting from European to predominantly third world students. Although foreign students may be recognized as a group of library users with special needs, survey results indicate that many institutions have no provision for special services. The demand for special services is predicted to increase as foreign student enrollment rises. However, library funds are decreasing due to tight economic conditions. This further limits the possible development of special services for these students.

I. BIBLIOGRAPHIC INSTRUCTION EVALUATION

The purposes of evaluation of bibliographic instruction identified in the literature are clearly summarized by John Lubans. These are to:

---

[50] Mood, 176-77.
[51] Wayman, 336.
[52] Pearce, 45.

1. Assess impact of instruction on the student
2. Modify instructional programmes
3. Sell library-use instruction to others
4. Upgrade methods of instruction
5. Advance educational knowledge. [53]

Library staff may evaluate their bibliographic instruction activities for any one or several of these reasons.

Carolyn Kirkendall published results of a major academic library survey conducted in 1979. These results indicated that 52% of the 830 libraries surveyed did not evaluate bibliographic instruction in their institutions. Of the institutions that did use some form of evaluation, students were the primary evaluators. A total of 164 (20%) of the institutions reported some form of written evaluation by students, and 45 (16%) reported informal evaluation. [54] In recent years the trend toward evaluation of bibliographic instruction using several methods is increasing in academic libraries.

Various informal and formal methods used to evaluate bibliographic instruction have been identified in the literature. These include faculty committee review; general impressions of student performance gained by library staff; use of questionnaires; use of control groups; and written feedback.

Faculty committee review is not a frequently used method to evaluate bibliographic instruction. Kirkendall reported that less than 1% of the institutions in her survey reported using

---

[53] John Lubans, "Evaluation design: some methodological observations and suggestions," in Second International Conference on Library User Education. Edited by Peter Fox. (Loughborough: INFUSE Pubications, 1982), 79.
[54] Carolyn A. Kirkendall, "Library use education: current practices and trends," Library Trends 29no.1(Summer, 1980):33.

this method.[55] There is no indication in the literature that use of this method has increased significantly in recent years.

General impressions of student performance are often reported by library staff working at reference desks. Kathleen Coleman states that students who have had bibliographic instruction are more aware of publication patterns within disciplines, materials available in the library, and the organization of materials. Students are therefore able to make better use of the expertise of library staff.[56] Stated simply, they know how to ask better questions.

Informal evaluation can involve either verbal or written comments by faculty, library staff, or students regarding the quality of bibliographic instruction courses or aids. Such comments are usually not systematically requested. However they do provide an important source of information that may serve as the basis for further, systematically organized evaluation of bibliographic instruction activities.

Formal evaluation of bibliographic instruction involves the use of tests to measure students' mastery of bibliographic instruction content. Richard Werking comments that the product of students' endeavors, such as the quality of a term paper bibliography, may be examined. The processes used by students in undertaking library work, such as the use of efficient research methods, can also be examined.[57] Pre-tests and post-tests are used to measure the effect of bibliographic instruction on students' performance on library-related assignments. Formal evaluation of bibliographic instruction is frequently used because tests are easy to administer and grade and results are readily quantifiable. Werking feels that this fact has prompted librarians to concentrate in turn, on basic, easily measureable instruction.[58]

---

[55] Kirkendall, 33.
[56] Kathleen Coleman, "Library instruction and the advancement of reference service," Reference Librarian no.10(Spring-Summer, 1984):246-47.

Questionnaires provide librarians with systematic information about the effects of bibliographic instruction. According to Werking, questionnaires are often used to "... ask students to compare instruction as presented with no instruction, rather than to compare two or three forms of bibliographic instruction."[59] Questionnaires are also frequently distributed to faculty and library staff to survey their opinions concerning bibliographic activities.

Robert Swisher describes the advantages and disadvantages of the mail questionnaire, commonly used in library research. When compared to other data collection techniques, it provides an economical method to collect a great amount of data from geographically distant individuals. A major drawback to the method is nonresponse to a questionniare, which makes validity of the data questionable.[60]

---

[57] Richard Hume Werking, "Evaluating bibliographic education: a review and critique," Library Trends 29no.1(Summer, 1980):155.
[58] Werking, 159-60.
[59] Werking, 162.
[60] Robert Swisher, "Criteria for the design of mail questionnaires," Journal of Education for Librarianship 21no.2(Fall, 1980):159.

The use of experimental and control groups in the evaluation of bibliographic instruction is called for by Anne Roberts. She proposes a model for evaluation which is based on the scientific method.[61] The effect of bibliographic instruction is evaluated by contrasting student performance in library-related instruction between the two groups.

Written feedback, other than questionnaires from faculty, library staff, or students may be informally or formally solicited by library staff. Usually it is not systematically collected. In contrast to informal evaluation, written feedback provides library staff with an in depth evaluation of bibliographic instruction in general areas or in a specific area such as evaluation of a particular point-of-use aid. Written feedback may also serve as the basis for systematic evaluation of bibliographic instruction activities.

Werking reports that the fundamental problem concerning evaluation of bibliographic instruction has traditionally been

> ... the lack of consensus about which library and bibliographic skills need to be transmitted to students, and the related disagreement on what to measure if success in the enterprise is to be determined.[62]

He does conclude that progress is slowly being made toward that goal, as reflected in the literature.

---

[61] Roberts, 85.
[62] Werking, 165.

III. RESEARCH PROCEDURES

A. DESIGN OF THE STUDY

The primary source of data for this study was a mail questionnaire survey. The questionnaire was selected as the most efficient instrument for gathering data from geographically dispersed areas.

The study involved a sample selected from the population of Canadian academic libraries. The sample included at least one library from each province and from both territories.

Although the questionnaire provided an economical means for data collection, a 100% response rate could not be realistically expected. The actual response rate was 76%. Summaries and conclusions have been made on the assumption that the data are representative of Canadian academic libraries.

B. DESIGN OF THE INSTRUMENT

A questionnaire was designed using primarily close-ended questions. Respondents were encouraged to answer questions to reflect conditions at their libraries. Space was provided for respondents to expand upon their answers or to record more appropriate answers when necessary.

Respondents were asked to indicate if they wanted to receive copies of survey results. Twenty-two respondents answered affirmatively.

Prior to distribution of the questionnaire, input was requested from some academic librarians and project supervisors. Several modifications were made to the questionnaire according to suggestions received. A sample of the questionnaire is included in Appendix B.

A cover letter accompanied the questionnaire. The purpose of the study was outlined and the significance of responses explained. A sample of the cover letter is included in Appendix A.

A follow-up letter was mailed to non-respondents soon after the deadline for responses passed. Again the purpose and significance of the study were outlined. The effect of the response rate on representativeness of the data was reiterated. A copy of the original questionnaire was included in the event that the original had not been received or had been lost. Three responses were received as a result of the follow-up letter. A sample of the follow-up letter is included in Appendix C.

C. POPULATION

Canadian academic institutions are divided into two categories, "universities and colleges" and "community colleges", by the Canadian Education Association in the CEA Handbook, 1984. Universities are institutions that may offer degrees from the bachelor level through post doctoral studies. Colleges may be university-level institutions with or without the power to grant degrees. The term college is commonly used in Canada for institutions which offer "... postsecondary courses for transfer to university, or courses which are occupationally oriented, or both, e.g. a 'community college'." [63]

The sample was selected to represent both types of institutions. Quebec institutions offering instruction primarily in English were identified from listings in the Directory of Canadian Universities, 1982-83 and Canadian Community College Programmes, 1979-80. Several provinces support numerous universities and colleges. The two largest universities and colleges in the respective province were then selected for the sample population. These were identified through enrollment figures or library holdings as reported in the American Library Directory, 1983. Academic library directors were also identified through this source. Finally, address information not available in the directory was located in the Corpus Almanac and Canadian Sourcebook, 1984.

---

[63] Directory of Canadian Universities (Ottawa: Association of Universities and Colleges of Canada, 1982), i.

IV. PROJECT FINDINGS

A. QUESTIONNAIRE DISTRIBUTION AND RESPONSE

Thirty-eight questionnaires were distributed to selected academic libraries across Canada. Twenty-nine questionnaires were returned for a 76% rate of response. Response from universities was strong with 16 (89%) of 18 questionnaires returned. Returns from colleges were lower with 13 (65%) of 20 questionnaires returned.

Table 1. Geographic distribution of questionnaires

	Distributed		Returned	
	University	College	University	College
British Columbia	2	2	2	2
Alberta	2	2	2	2
Saskatchewan	2	2	1	1
Manitoba	2	2	2	1
Ontario	2	2	1	2
Quebec	2	2	2	1
New Brunswick	2	1	2	0
Nova Scotia	2	2	2	1
Prince Edward Island	1	1	1	0
Newfoundland	1	2	1	2
Northwest Territories	-	1	-	1
Yukon	-	1	-	0
Subtotal:	18	20	16	13
Total :	38		29	

- = category does not apply

B. STUDENT ENROLLMENT

Student enrollment in large academic institutions varied greatly across Canada. Enrollment figures for 1983-84 were provided by 27 (93%) of the 29 respondents, 15 universities and 12 colleges.

Full time undergraduate student enrollment in the universities ranged from 1,600 to 25,000 students; part time enrollment from 100 to 11,391 students. For universities with graduate students, full time enrollment was reported as low as "1 or 2" in a university offering programs at the undergraduate level and as high as 2,811 students. Part time graduate student enrollment ranged from "1 or 2" in the same university offering programs at the undergraduate level to 1,627 part-time graduate students.

Full time undergraduate student enrollment varied from 350 to 14,290 students in the colleges; part time enrollment from 5 to 43,000 students.

Table 2. Student enrollment distribution, 1983-84

	Universities				Colleges	
	Undergraduate		Graduate		Undergraduate	
Enrollment	FT	PT	FT	PT	FT	PT
1- 5,000	4	12	12*	11	6**	6
5,001-10,000	5	1	1	0	4*	1**
10,001-15,000	3	2	0	0	2**	0
15,001-20,000	1	0	0	0	0	0
20,001-25,000	2	0	0	0	1**	0
25,001-30,000	0	0	0	0	0	0
30,001-35,000	0	0	0	0	0	0
35,001-40,000	0	0	0	0	0	1
40,001-45,000	0	0	0	0	0	1

FT=full time students PT=part time students
*=1 institution included FT and PT figures together
**=1 institution included undergraduate and graduate figures together

Foreign student enrollment was reported in 17 institutions.

Figures from 11 universities indicated variations in undergraduate foreign student enrollment from 26 to 1,639 students. Graduate foreign student enrollment ranged from 19 to 657 students. Only 6 colleges reported foreign students enrolled. Undergraduate student enrollment varied from 2 to 86 students.

Table 3. Foreign student enrollment, 1983-84

	Universities		Colleges
Enrollment	Undergraduate	Graduate	Undergraduate
1- 500	6*	5	6
501-1,000	3*	2	0
1,001-1,500	0	0	0
1,501-2,000	1	0	0
2,001-2,500	0	0	0
2,501-3,000	1*	0	0

*=1 institution included undergraduate and graduate figures together

C. BIBLIOGRAPHIC INSTRUCTION OFFERED

Respondents indicated that bibliographic instruction was offered in 25 (86%) of the 29 selected institutions during 1983-84. Two respondents from institutions that did not provide bibliographic instruction indicated that programs would be in place in the near future.

Table 4. Institutions offering bibliographic instruction, 1983-84

	Universities	Colleges	Total
Yes	15	10	25
No	1	3	4

Information concerning bibliographic instruction was provided by 18 (72%) of the 25 respondents for their entire library systems. Institutions with only one library were included in this group. Information for a specific library only, one out of many on the same campus, was provided by 6 (24%) of the respondents. Each of four respondents indicated that the information pertained to the main library in its library system. One respondent did not specify the type of information included.

Table 5. Applicability of questionnaire information to entire library system or to specific libraries

	Universities	Colleges	Total
Entire library system	9	9	17
Specific library only	6	0	6

D. SUPERVISION

Bibliographic instruction was supervised in a majority of institutions by the public services staff. The heads of public services areas were charged with supervision of bibliographic instruction in 10 (42%) of the 24 institutions for which respondents provided information.

Several respondents included comments concerning personnel involved in supervision of bibliographic instruction. In one university an orientation librarian in the reference unit supervised general instruction. In some institutions subject specialists (and sometimes the orientation librarian) were responsible for instruction in their areas for upper-division and graduate students. Another respondent commented that a special projects librarian was responsible for coordinating instruction. A respondent from a college system reported that librarians at individual campuses supervised their own instruction programs but met with other librarians to "compare notes". Finally, another respondent from a college reported that "no one supervises it".

Table 6. Individual(s) supervising bibliographic instruction

	Universities	Colleges	Total
Director of library	1	3	5
Assistant director	0	0	0
Head of library public services or reference unit	6	4	10
Coordinator of library instruction	2	0	2
Bibliographic instruction committee	1	0	1
Reference librarian appointed for this purpose	5	2	7
No formal supervision	0	1	0

E. INSTRUCTORS

Public services librarians served as bibliographic instructors in all 24 institutions for which respondents provided information. Library support staff in 12 (50%) of the libraries and technical services librarians in 7 (29%) of the libraries participated in bibliographic instruction. Other library staff members who were involved in instruction included collection development librarians and a media services coordinator.

Student participation as instructors in bibliographic instruction programs was limited. Library school students served as instructors in only 2 (8%) of the libraries.

Table 7. Bibliographic Instructors

	Universities	Colleges	Total
Public services or reference librarians	15	9	24
Technical services librarians	3	4	7
Library support staff	8	4	12
Library school students employed in library	2	0	2
Library technician students employed in library	0	0	0
Graduate (non-library school) students employed in the library	0	0	0
Undergraduate (non-library technician) students employed in the library	0	0	0
Academic (non-library) staff	3	1	4

F. PUBLICITY

Twenty-five respondents provided information concerning publicity of bibliographic instruction. Most libraries used several methods to publicize instruction. The most popular method was through personal faculty contact. This method was employed by 24 (96%) of the libraries.

Table 8. Methods used to publicize bibliographic instruction

	Universities	Colleges	Total
Information provided by library staff at student registration	4	3	7
Information provided by class instructors	11	8	19
Faculty committee announcements	6	1	7
Faculty newsletters	3	3	6
Letters to faculty	9	5	14
Personal faculty contact	14	10	24
Program descriptions	3	1	4
Signs/posters	10	2	12
Student newspapers	8	1	9
University calendars	4	4	8

G. METHODS

Respondents indicated that most institutions relied upon several bibliographic instruction methods. Course-related instruction was the most frequently used instruction method, reported in 23 (92%) of the 25 institutions. The lecture method was also cited frequently. It was used in 22 (88%) of the institutions. The tour as a method of instruction was reported by only 1 institution.

Few institutions had made use of computer-assisted instruction. Only 2 (8%) of the respondents reported using this method.

Table 9. Methods employed in bibliographic instruction

	Universities	Colleges	Total
Audio presentation	3	1	4
Computer-assisted instruction	2	0	2
Course-related instruction	15	8	23
Group discussion	1	2	3
Hands-on experience with materials	12	9	21
Individualized instruction	11	7	18
Lab session	3	1	4
Lecture	12	10	22
Library and research consulting for graduate students	4	-	4
Minicourse (one day clinic)	2	-	2
Point-of-use instruction on:			
Bibliographic tools	13	8	21
Audio-visual equipment	4	5	9
Self-paced instruction	1	3	4
Seminar/workshop	4	2	6
Slide-tape presentation	7	3	10
Term paper clinic for undergraduate students	2	1	3
Tutorial group	2	0	2

- = category does not apply

H. AIDS

A variety of bibliographic instruction aids were used in all 25 institutions for which respondents provided information. Exercises rather than workbooks were identified as the most popular aids. They were used in 21 (84%) of the institutions. Bibliographies and library guides or handouts were also frequently used aids. These were found in 20 (80%) of the institutions. Some aids that were cited in the literature in the 1960's and 1970's, such as films, were not reported at all.

Table 10. Bibliographic instruction aids utilized

	Universities	Colleges	Total
Audiotapes	1	0	1
Bibliographies	15	5	20
Charts	4	3	7
Computer terminals	5	1	6
Exercises	11	10	21
Films	0	0	0
Film loops	0	0	0
Film loops with audiotapes	1	0	1
Film strips	0	0	0
Film strips with audiotapes	0	0	0
Graphic displays	4	1	5
Library guides/handbooks	12	8	20
Microcomputers	1	0	1
Minicomputers	0	0	0
Pathfinders/subject guides	11	7	18
Point-of-use guides for the use of:			
Bibliographic tools	12	7	19
Audio-visual equipment	3	4	7
Posters	2	2	4
Slides	5	1	6
Slides with audiotapes	5	3	8
Transparencies	10	5	15
Videotapes	2	1	3
Workbooks	2	0	2

I. CONTENT

All respondents provided information concerning the content of bibliographic instruction. In general, instruction covered indexes and abstracts and subject-based reference materials in the 25 institutions offering bibliographic instruction. Few libraries had on-line catalogues, which accounted for low response in this area. Three universities also reported instruction on computer-aided literature searching.

Table 11. Bibliographic instruction content

	Universities	Colleges	Total
Audio-visual equipment	1	3	4
Audio-visual materials	4	6	10
Card catalogue	14	5	19
Computer-output-on microfiche catalogue	9	5	14
General reference materials	15	9	24
Government documents	13	6	19
Indexes and abstracts	15	10	25
Library classification systems	13	8	21
Library use in general	14	10	24
On-line public access catalogue	4	2	6
Periodical literature	14	9	23
Subject-based reference materials	15	10	25

J. PRODUCTION OF AIDS

Bibliographic instruction aids were produced at all the institutions offering instruction. Library staff at 24 (96%) of the 25 institutions produced aids. Only 2 (8%) purchased commercially produced aids. Local production of aids allows staff to tailor and revise aids to meet the specific needs of a particular library.

Table 12. Production of bibliographic instruction aids

	Universities	Colleges	Total
University/college (non-library) staff	5	5	10
Commercial firms	2	0	2
Library staff	14	10	24
Suppliers of bibliographic material	1	1	1

K. EVALUATION

The 25 respondents indicated that bibliographic instruction was evaluated by several methods in the various institutions. The principal methods of evaluation were general impressions of student performance by library staff, 72%; and informal evaluation by faculty, 64%, library staff, 88%, and students, 68%.

Two respondents contributed information concerning a proposal for a survey of bibliographic instruction in the Atlantic provinces. See Appendix D. It called for formal evaluation of program impact on users.

Table 13. Evaluation of bibliographic instruction methods

	Universities	Colleges	Total
Faculty committee review	0	0	0
General impressions of student performance	9	9	18
Informally by:			
Faculty	8	8	16
Library staff	13	9	22
Students	9	8	17
Formally by:			
Pre-test	1	0	1
Post-test	2	2	4
Questionnaires completed by:			
Faculty	1	2	3
Library staff	0	0	0
Students	6	4	10
Validated control groups	0	0	0
Written feedback (other than questionnaires) from:			
Faculty	6	1	7
Library staff	3	0	3
Students	3	1	4

L. LANGUAGE OF INSTRUCTION

In addition to instruction in English, 4 (16%) of the 25 institutions offered bibliographic instruction in French. Only one university offered instruction in another language, German. No instruction was reported for foreign students in their native languages.

Table 14. Language of instruction in bibliographic instruction courses

	Universities	Colleges	Total
English	15	10	25
French	4	0	4
Other	1	0	1

M. BIBLIOGRAPHIC INSTRUCTION FOR CREDIT

Only 7 (29%) of the 24 respondents who responded to this question reported that bibliographic instruction for credit was offered at their institutions.

Table 15. Bibliographic instruction offered for credit

	Universities	Colleges	Total
Yes	5	2	7
No	10	7	17

Five of the 7 respondents provided information concerning the number of courses offered at their institutions. These ranged from 4 institutions offering 1 one-time session for undergraduate students to 1 offering 37 one-time sessions. Three institutions held 2 series of sessions. Another offered 8 series of sessions. One conducted 2 series of sessions for graduate students. No separate courses for foreign students were reported.

Little information was available concerning the number of students attending the sessions. Undergraduate student attendence for one-time sessions in one institution was 125 students in total; in another, 1,053 students in total. Student attendence for series of sessions ranged from 30 students in total to 200 students in total.

Bibliographic instruction courses for credit were scheduled during the fall and winter terms only.

Table 16. Schedule of bibliographic instruction courses for credit

	Universities	Colleges	Total
Fall term	5	1	6
Winter term	4	1	5
Spring term	0	0	0
Summer term	0	0	0

Six respondents reported that student participation in bibliographic instruction courses for credit was required.

Table 17. Student participation in bibliographic instruction courses for credit

	Universities		Colleges	
	Required	Optional	Required	Optional
Undergraduate	3	2	1	0
Graduate	1	0	-	-
Foreign undergradate	0	0	0	0
Foreign graduate	0	0	-	-

- = category does not apply

Students' time to attend instructional sessions was scheduled on their timetables in most institutions. As well, courses were scheduled as units in other courses designed for undergraduate students. No institution scheduled foreign students' time specifically for courses. Six respondents provided information.

Table 18. Students' time scheduled for bibliographic instruction courses for credit

	Universities	Colleges	Total
Students' timetables:			
Undergraduate students	4	0	4
Graduate students	1	-	1
Foreign undergraduate students	0	0	0
Foreign graduate students	0	-	0
Unit in another course:			
Undergraduate students	3	1	4
Graduate students	0	-	0
Foreign undergraduate students	0	0	0
Foreign graduate students	0	-	0
Students' free time:			
Undergraduate students	2	1	3
Graduate students	1	-	1
Foreign undergraduate students	1	0	1
Foreign graduate students	1	-	1

- = category does not apply

Most respondents reported that letter or number grades were assigned to course activities. A respondent indicated that three different grading systems were used at one university.

Table 19. Grading of bibliographic instruction courses for credit

	Universities	Colleges	Total
Letter/number grades	4	2	6
Pass/fail grades	2	0	2
Letter/number and pass/fail	1	0	1

Only undergraduate students were required to repeat failed or incompleted bibliographic instruction courses for credit. Six respondents provided information.

Table 20. Students required to repeat bibliographic instruction courses for credit

	Universities	Colleges	Total
Yes	3	1	3
No	2	1	6

N. NON-CREDIT BIBLIOGRAPHIC INSTRUCTION

Non-credit bibliographic instruction courses were offered in 14 (56%) of the 24 institutions for which respondents provided information.

Table 21. Non-credit bibliographic instruction courses offered

	Universities	Colleges	Total
Yes	9	5	14
No	6	4	10

Thirteen respondents offered information concerning the number of non-credit bibliographic instruction courses offered at their institutions. These ranged from 1 institution offering 19 one-time sessions to 1 offering 410 one-time sessions for undergraduate students. The number of one-time sessions for graduate students varied from 1 institution offering 1 one-time session to 1 offering 59 one-time sessions. Only 1 institution reported offering 2 series of sessions for undergraduate students. No courses were reported for foreign students only.

Information concerning the total number of students attending instructional sessions was included by the 14 respondents to this question. Instruction for as many as 7,760 undergraduate students was provided at 1 institution. Attendance reported for series of sessions was negligible.

Although non-credit bibliographic instruction courses were offered during the fall and winter terms, several respondents indicated that courses were also offered during the spring and summer terms.

Table 22. Schedule for non-credit bibliographic instruction courses

	Universities	Colleges	Total
Fall term	9	9	14
Winter term	8	5	13
Spring term	4	3	7
Summer term	3	2	5

Respondents indicated that some institutions offered various types of courses. Student participation was required for some courses and optional for other courses.

Table 23. Type of student participation in non-credit bibliographic instruction courses

	Universities		Colleges	
	Required	Optional	Required	Optional
Undergraduate	3	8	4	3
Graduate	3	6	-	-
Foreign undergradate	2	4	0	0
Foreign graduate	1	5	-	-

- = category does not apply

Students' time was most frequently scheduled for bibliographic instruction as a unit in another course. This was the case for both undergraduate and graduate students.

Table 24. Methods of scheduling students' time for bibliographic instruction

	Universities	Colleges	Total
Listed on students' time tables:			
Undergraduate students	4	2	6
Graduate students	3	-	3
Foreign undergraduate students	3	0	3
Foreign graduate students	3	-	3
Scheduled as a unit in another course:			
Undergraduate students	8	4	12
Graduate students	6	-	6
Foreign undergraduate students	1	0	1
Foreign graduate students	1	-	1
Attended during students' free time:			
Undergraduate students	7	0	7
Graduate students	4	-	4
Foreign undergraduate students	2	0	2
Foreign graduate students	2	-	2

- = category does not apply

Eleven respondents to this question provided information concerning the grading of non-credit bibliographic instruction activities. Not all courses were graded.

Table 25. Methods of grading non-credit bibliographic instruction courses

	Universities	Colleges	Total
Letter/number	1	3	4
Pass/fail	0	2	2
Letter/number and pass/fail	0	2	2

Students in general were not required to repeat a failed or incompleted non-credit course. Ten respondents provided information in response to this question.

Table 26. Requirement for students to repeat non-credit bibliographic instruction courses

	Universities	Colleges	Total
Yes	0	1	1
No	5	3	8

O. ORIENTATION SESSIONS

Repondents indicated that library orientation sessions for new faculty members were offered in 11 universities and 10 colleges. Conducting individual sessions was the principal method of library orientation provided for new faculty members at universities and colleges. This method was reported in 19 (76%) of the institutions.

Table 27. Types of library orientation sessions for new faculty members

	Universities	Colleges	Total
None	5	0	5
Individual sessions	10	9	19
Group sessions	4	5	9

Library orientation sessions for graduate teaching or research assistants were offered in universities only. Respondents indicated that 8 universities offered library orientation sessions. Colleges, by definition, do not offer graduate level studies, so this type of orientation would not be included as part of the bibliographic instruction program.

Table 28. Types of library orientation sessions for graduate teaching/research assistants

	Universities
None	8
Individual sessions	7
Group sessions	5

P. FUNDS

Only 4 respondents from universities indicated that funds were budgeted specifically for bibliographic instruction materials. Staff participation in bibliographic instruction activities was not funded separately in any of the 25 institutions surveyed.

Q. FUTURE TRENDS

Finally, several respondents reported that changes in bibliographic instruction methods were predicted in their institutions. Greater reliance on audio-visual and computer related instruction was predicted by several respondents. Among the institutions surveyed, slide-tape presentations, self directed learning packages, and a videotape program were reported to be in the developmental stage. Computer-assisted instruction programs and instruction in the use of on-line catalogues were also cited as being in planning stages.

One very interesting proposal involved the development of an "automated reference system". A bank of the 15 most frequently asked reference questions will be accessed via a computer terminal when reference staff is unavailable for consultation. The system was to be made available in Spring, 1985.

V. FINDINGS COMPARED WITH LAIDLAW'S SURVEY

Sheila Laidlaw's comment, "You name it, we are doing it somewhere!" describes the state of bibliographic instruction in Canada during 1983-84. The trends identified by Laidlaw in her 1976 survey of academic libraries were compared with bibliographic instruction activity as reported by the 25 selected Canadian academic libraries surveyed in this study. The trends identified were in the areas of supervision; publicity; methods and aids; production of aids; evaluation; credit and non-credit courses; and library orientation. Several trends identified by Laidlaw in the 1970's have continued into the 1980's. A copy of Laidlaw's 1976 questionnaire is included in Appendix E.

A. SUPERVISION

A trend toward appointment on a full-time basis of librarians responsible for the supervision of bibliographic instruction was identified by Laidlaw.[64] That trend seems to have been altered by the 1980's. Only 2 (8%) of the 24 libraries responding to this question reported that librarians were appointed specifically to coordinate bibliographic instruction. One of these positions was a half-time appointment.

---

[64] Laidlaw, "Library instruction...," 17.

Laidlaw also reported that bibliographic instruction committees had been formed in several institutions. The committees were actively engaged in planning and developing such instruction.[65] That trend has apparently changed as well. Only one institution surveyed reported that a committee was responsible for the supervision of bibliographic instruction during 1983-84.

B. PUBLICITY

According to Laidlaw, bibliographic instruction was actively publicized during the 1970's:

> A great deal of work is being done on campuses across the country to sell library programs both to faculty members and to students, by direct contacts, by informal invitations, and by producing more and more publications that are simple but eye-catching to try to turn the attention of the campus to the library.[66]

Personal faculty contact continued to be the principle method used to publicize bibliographic instruction during 1983-84. This method was reported in 24 (96%) of the libraries. Bibliographic instruction was also actively publicized in print. The use of letters, signs or posters, and news releases was frequently reported.

C. BIBLIOGRAPHIC INSTRUCTION METHODS

Laidlaw reported that there was an increased movement toward course-related instruction in academic libraries. With regard to subject-related tours she stated:

---

[65] Laidlaw, "Library instruction...," 17.
[66] Laidlaw, "Library instruction...," 17.

> ... I find that more and more libraries are in fact going this route, gearing tours and instructional visits to the library very directly to the subject matter that is being taught in the classroom. [67]

A major difficulty identified with that method of instruction was the dispersion of subject-related materials throughout a library.

Course-related instruction was reported as being used in 23 (92%) of the instutions surveyed during 1983-84. The trend identified by Laidlaw has clearly continued.

Point-of-use instruction and slide-tape presentations were also popular methods of instruction in 1976. According to Laidlaw, their use was almost equally divided among institutions. [68] The point-of use instruction method for teaching the use of bibliographic tools has increased significantly. It was used in 21 (84%) of the libraries during 1983-84. Use of the slide-tape presentation has remained fairly constant over the years. The method was reported in 10 (40%) of the libraries.

Laidlaw concluded that there has been a move away from providing general group tours in academic libraries since they were perceived to do little more than indicate the physical location of facilities rather than to instruct students in the use of bibliographic tools. [69] In this study, only one

---

[67] Laidlaw, "Library instruction...," 6.
[68] Laidlaw, "Library instruction...," 16.
[69] Laidlaw, "Library instruction...," 4.

respondent indicated that tours were used as a method of bibliographic instruction.

D. BIBLIOGRAPHIC INSTRUCTION AIDS

The use of audiotapes as bibliographic instruction aids was reported in few libraries during the 1970's. Two of the institutions that reported using audiotape programs in Laidlaw's study did not report their use during 1983-84.[70] The trend toward their use has clearly declined. Only one institution indicated that audiotapes were still used for instructional purposes.

Laidlaw discussed the use of printed bibliographic instruction aids. A trend toward the publication of complex bibliographies was identified. Laidlaw commented that these often had a cost attached for the user.[71] Responses for 1983-84 indicated that most institutions published material. Their publication was reported by 20 institutions (80%).

Laidlaw indicated that the use of library guides was rapidly gaining in popularity[72] while the publication of library handbooks was decreasing:

> ... More and more libraries are ... splitting all the basic information about the library into small parts which the reader collects as the need arises.[73]

Respondents in this survey indicated that a significant number of institutions, 20 (80%), published material in the form or handbooks and guides describing use of the library.

---

[70] Laidlaw, "Library instruction...," 5.
[71] Laidlaw, "Library instruction...," 8.
[72] Laidlaw, "Library instruction..., 5.
[73] Laidlaw, "Library instruction...," 9.

The general use of pathfinders or similiar one-page introductions was reported in Laidlaw's survey. Pathfinders were viewed as very useful bibliographic instruction aids for students which also helped to reduce repetitive reference questions. [74] They were reported to be among the more frequently used aids during 1983-84. Their use was reported in 18 (72%) of the libraries.

An increased reliance on point-of-use aids to provide direct assistance to users was reported by Laidlaw. [75] Point-of-use aids were also reported to be frequently used as bibliographic tools in 19 (84%) of the libraries during 1983-84. The trend toward their increased use has continued.

Laidlaw predicted that in general libraries were turning toward increased use of workbooks. [76] Surprisingly, their use during 1983-84 did not support that conclusion. Only 2 (8%) of the libraries used workbooks for bibliographic instruction.

E. PRODUCTION OF AIDS

During the 1970's libraries appeared to have produced some or most of their bibliographic instruction aids. Laidlaw indicated that a few libraries produced very high quality aids, especially in libraries where graphic artists were staff members.[77] The on-campus production of bibliographic instruction aids continued into the 1980's. Library staff were primarily responsible for producing aids at 24 (96%) of the libraries and staff outside the library produced aids at 10 (40%) of the institutions.

---

[74] Laidlaw, "Library instruction...," 11.
[75] Laidlaw, "Library instruction...," 15.
[76] Laidlaw, "Library instruction..., 10.

The use of bibliographic instruction aids obtained from suppliers of bibliographic materials for point-of-use instruction was reported in a number of libraries by Laidlaw. Items such as leaflets providing instruction in the use of an index were common.[78] The use of aids provided by suppliers has decreased markedly in the 1980's. Their use was reported in only one library.

F. EVALUATION

According to Laidlaw the need to evaluate bibliographic instruction programs was recognized in the 1970's although the practice did not seem to be universal at that time:

> Obviously we will have to evaluate what we have been doing and provide justification for what we plan to do to an extent that is new to most of us. We also have to continue the often frustrating task of trying to make both students and faculty members assess their needs for library instruction and of persuading them that we can, in the library offer something to fill these needs.[79]

All libraries indicated reliance on several methods to evaluate bibliographic instruction during 1983-84. Faculty and student involvement in the evaluation process was considered to be important by the responding institutions.

---

[77] Laidlaw, "Library instruction...," 9.
[78] Laidlaw, "Library instruction...," 15-16.
[79] Laidlaw, "Learning instruction...," 17.

G. BIBLIOGRAPHIC INSTRUCTION COURSES

Only one library offered a bibliographic instruction course for credit in the mid 1970's. Laidlaw reported that courses for credit were being considered in several institutions. [80] Obviously several of the institutions carried out their plans. The number of institutions offering bibliographic instruction courses for credit rose in the 1980's.

Laidlaw indicated that an increasing number of bibliographic instruction courses were being offered for students to attend on a voluntary basis. [81] In general, student participation in courses was reported to be voluntary during 1983-84 in the libraries surveyed, although participation was required for some courses.

The trend toward developing series of sessions rather than offering single sessions was identified by Laidlaw:

> All in all, there is a definite move away from the 'hit and run' type of instruction, such as one class and one tour, towards the teaching of research strategies with follow-up counselling. [82]

Of the 7 institutions in this study that offered bibliographic instruction for credit, most reported offering both one-time and series of sessions. The majority of the 14 institutions that offered non-credit bibliographic instruction reported, however, offering basically one-time sessions while only 2 institutions reported offering series of sessions.

---

[80] Laidlaw, "Library instruction...," 13.
[81] Laidlaw, "Library instruction...," 13.
[82] Laidlaw, "Library instruction...," 14.

H. LIBRARY ORIENTATION

Laidlaw indicated that smaller institutions had the advantage of being able to easily contact every faculty member who was new on campus. The move toward group sessions for new faculty members was reported to be a reasonable method to economize scarce library funds. Laidlaw indicated that library orientations had the advantage of gaining faculty support before they met with their students.[83] A majority of libraries continued to offer individual orientation sessions rather than group sessions. No mention was made of orientation sessions for graduate teaching or research assistants.

---

[83] Laidlaw, "Library instruction...," 13.

VI. PROJECT CONCLUSIONS

General conclusions drawn from the survey can be regarded as representative of Canada as a whole. The rate of response to the questionnaire was favorable at 76%. The results provide a national view of approaches to bibliographic instruction across Canada, since responses were received from all provinces and one territory.

Some form of bibliographic intruction was offered in a majority of the institutions surveyed (89%). However, such instruction was not offered universally, as expected. A trend toward expanding existing programs of instruction or of instituting new ones was identified.

In accordance with findings reported in the literature, supervisors and instructors of bibliographic instruction were appointed primarily from among librarians in the public services area at the various institutions.

Another group from which instructors were frequently appointed was library support staff. Support staff often occupy paraprofessional positions. They may be trained as library technicians or possess other post secondary training or degrees and extensive library work experience.

Bibliographic instruction was actively publicized in all the institutions surveyed. It should be noted that the publicity was directed primarily toward faculty members. According to the literature, the faculty would be the principal group that would encourage student use of the library.

Current methods of bibliographic instruction in Canadian academic libraries were identified. Responses indicated that Canadian libraries follow sound, internationally recognized, instructional practices. Several methods of instruction were employed at each institution. Course-related instruction, which has been identified as the most effective method of group instruction, was reported to be the most frequently used method of instruction. As libraries moved toward greater use of automation, more instruction about and involving automated procedures is predicted.

Types of bibliographic instruction aids currently used in Canadian academic libraries were identified. Standard instructional aids such as bibliographies, library guides or handbooks, and point-of-use aids continued to be frequently used in a majority of the institutions surveyed. However, the use of workbooks, a "staple" aid in the field of education for use of libraries, was reported during 1983-84 in only 2 (8%) of the institutions.

Responses indicated that instructional aids used in Canadian academic libraries were those most frequently recommended in the literature. The use of older, expensive formats for aids such as films, film loops, and film strips was negligible. Traditional teaching aids which could be updated and reproduced easily such as bibliographies or point-of-use instruction aids were used frequently. The use of aids which reflected advances in audio-visual technology, such as computers and videotapes, is predicted to increase during the next three years.

Survey results indicated that bibliographic instruction was considered to be an important activity in academic libraries. However, a trend toward formal evaluation of bibliographic instruction which was identified in the literature[84] was not supported by the survey results. An informal approach to evaluation of bibliographic instruction predominated. No library used validated control groups to measure the impact of instruction on users.

Although bibliographic instruction was reported in most libraries surveyed (86%), few respondents indicated that library funds were budgeted specifically for materials or staff. It was expected that program costs, at least for scheduled courses, would be monitored in a fashion similar to that of monitoring book funds.

For purposes of bibliographic instruction, foreign students were not distinguished from other students in the institutions surveyed. The number of foreign students, primarily from Asia, enrolled in Canadian academic institutions has increased yearly. However, only one institution surveyed offered bibliographic instruction in a language other than English or French. Foreign students, whose special needs have been identified in the literature, received almost no special instruction in the use of academic libraries. No information was provided concerning future development of courses or instructional aids designed specifically for foreign students.

---

[84] Werking, 159-60.

In summary, the findings of this survey, when compared with results of Sheila Laidlaw's 1976 survey of bibliographic instruction in Canadian academic libraries, indicate that several trends identified by Laidlaw have continued into the 1980's.

Finally, future trends in bibliographic instruction predicted for the next few years indicate that such instruction will be firmly entrenched in academic libraries. Thus, the need for continued library staff training and development in this area is evident. As well, consideration should be given to the inclusion of bibliographic instruction methodology courses as a required component of library science and library technician programs for those contemplating work in academic libraries. The recommended educational training for library staff involved in bibliographic instruction was aptly described by Shaw over fifty years ago:

> ... we must evolve and train ... a group of bibliographic instructors, a new species which will combine in one individual the librarian's knowledge of books and bibliographical procedure with the instructor's ability in teaching method and in the skilled imparting of information. [85]

---

[85] Shaw, 301.

BIBLIOGRAPHY

Adams, Mignon. "Individualized approach to learning library skills." Library Trends 29no.1(Summer, 1980):83-94.

American Libary Association. American library directory, 1983. 36th edition. Chicago: American Library Association, 1983. Volume 2.

Association of Canadian Universities and Colleges of Canada. Directory of Canadian universities, 1982-83. Ottawa: Association of Canadian Universities and Colleges of Canada, 1982.

Berge, Patricia A. Berge and Judith Pryor. "Applying educational theory to workbook instruction." In Theories of bibliographic education: designs for teaching, ed. by Cerise Oberman and Katina Struach. New York: R. R. Bowker, 1982. pp. 91-110.

Beaubien, Anne K., Sharon A. Hogan, and Mary W. George. Learning the library: concepts and methods for effective bibliographic instruction. New York: R. R. Bowker, 1982.

Blazek, Ron. "The administrative climate for bibliographic instruction in large academic libraries." Reference Librarian no.10(Spring-Summer, 1984):161-79.

Canadian Community College Programmes, 1979-80. International edition. Willowdale, Ont.: Association of Canadian Community Colleges, 1980.

Canadian Education Association. CEA handbook, 1984. Toronto: Canadian Education Association, 1984.

Clarke, C. E. Corpus almanac and Canadian sourcebook, 1984. 19th annual edition. Don Mills, Ont.: Southham Communications, 1984. Volume 1.

Coleman, Kathleen. "Library instruction and the advancement of reference service." Reference Librarian no.10(Spring-Summer, 1984):241-52.

Condon, Patrick. "User education in Australia." In Second International Conference on Library User Education. Edited by Peter Fox. Loughborough, England: INFUSE Publications, 1982. pp. 101-106.

Dyson, Allan J. "Library instruction in university undergraduate libraries." In Progress in educating the library user, ed. by John Lubans. New York: R. R. Bowker, 1978. pp. 93-103.

Ford, James E. "The natural alliance between librarians and English teachers in course-related library use instruction." College and Research Libraries 43no.5(September, 1982):379-84.

"Foreign students on, but not the poor ones." CAUT Bulletin 29no.3(May, 1982):11.

Fox, Peter, ed. Second International Conference on Library User Education. Loughborough, England: INFUSE Publications, 1982.

Fox, Peter. "Higher education in Britain and the United States: implications for user education." In Library user education: are new approaches needed? London: British Library Board, 1980. pp. 2-6.

Garry, Loraine Spencer and Carl Garry, eds. Canadian libraries in their changing environment. Downsview, Ont.: York University, 1977.

Goudy, Frank William (and) Eugene Moushey. "Library instruction and foreign students: a survey of opinions and practices among selected libraries." Reference Librarian no.10(Spring-Summer, 1984):215-26.

Hagey, A. R. (and) Joan Hagey. "Meeting the needs of students from other cultures." Improving College and University Teaching 22(Winter, 1978):42-44.

Hernon, Peter. "Instruction in the use of academic libraries: a preliminary study of the early years as based on selective extant materials." Journal of Library History 17(Winter, 1982):16-38.

Hopkins, Frances L. "A century of bibliographic instruction: the historical claim to professional and academic legitimacy." College and Research Libraries 43no.3(May, 1982):192-198.

Hull, W. Frank. Foreign students in the United States of America: coping behavior within the educational environment. New York: Praeger, 1978.

Johnson, Eric W. "Library instruction for faculty members. Reference Librarian no.10(Spring-Summer, 1984):199-204.

Kirk, Thomas and Mary Jo Lynch, and the ACRL Ad Hoc Committee on Bibliographic Instruction. "Bibliographic instruction in academic libraries: new developments." Drexel Library Quarterly 8no.3(July, 1972):357-365.

Kirkendall, Carolyn A. "Library use education: current practices and trends." Library Trends 29no.1(Summer, 1980):29-37.

Laidlaw, Sheila M. "Library instruction in the 70's: the state of the art in Canadian academic libraries." In Library instruction in the seventies: state of the art. Papers presented at the sixth annual conference on library orientation for academic libraries held at Eastern Michigan University, May 13-14, 1976. Edited by Hannelore B. Rader. Ann Arbor, Mich.: Pierian Press, 1977. pp. 1-23.

Laidlaw, Sheila M. "Progress and recent developments in Canadian libraries." In Progress in educating the library user, ed. by John Lubans. New York: R. R. Bowker, 1978. pp. 195-209.

Lee, Motoko, Mokhtar Abd-Ella, and Linda A. Burks. The needs of foreign students from developing nations at U.S. colleges and universities. Washington, D.C.: National Association for Foreign Student Affairs, 1981.

Lewis, Mary Genevieve. "Library orientation for Asian college students." College and Research Libraries 30no.3(May, 1969):267-72.

Library user education: are new approaches needed? London: British Library Board, 1980.

Lubans, John. "Evaluation design: some methodological observations and suggestions." In Second International Conference on Library User Education. Edited by Peter Fox.

Loughborough, England: INFUSE Publications, 1982. pp. 79-86.

Lubans, John, ed. Progress in educating the library user. New York: R. R. Bowker, 1978.

Mclean, Dulce Didio. Library user education for the interational student: a feasibility study. (Microform) ED 197702. Arlington, VA: ERIC Document Reproduction Service, 1978, 1 fiche, 8x13cm.

Mood, Terry Ann. "Foreign students and the academic library." RQ 22no.2(Winter, 1982):175-180.

Oberman, Cerise and Katina Struach, eds. Theories of bibliographic education: designs for teaching. New York: R. R. Bowker, 1982.

Pastine, Maureen. "Library instruction and reference service: administration of a bibliographic instruction program in the academic library." Reference Librarian no.10(Spring-Summer, 1984):181-89.

Pausch, Lois M. and Jack Koch. "Technical services librarians in library instruction." Libri 31(September, 1981):198-204.

Pearce, Robert. "The overseas student and library use: a special case for treatment?" In Second International Conference on Library User Education. Edited by Peter Fox. Loughborough, England: INFUSE Publications, 1982. pp. 45-51.

Peel, Bruce B. "Canadian university libraries." In Canadian libraries in their changing environment, ed. by Loraine Spencer Garry and Carl Garry. Downsview, Ont.: York University, 1977. pp.182-200.

Penner, Deborah. "Library use instruction: forms of presentation." Non-thesis project. University of Alberta, 1983.

Rader, Hannelore B., ed. Library instruction in the seventies: state of the art. Papers presented at the sixth annual conference on library orientation for academic libraries held at Eastern Michigan University, May 13-14, 1976. Ann

Arbor, Mich.: Pierian Press, 1977.

Renford, Beverly and Linnea Hendrickson. Bibliographic instruction: a handbook. New York: Neal Schuman, 1980.

Roberts, Anne F. Library instruction for librarians. Littleton, Colo.: Libraries Unlimited, 1982.

Shaw, Charles B. "Bibliographical instructions for students." Library Journal 53(April, 1928):300-01.

Smalley, Topsy N. and Stephen H. Plum. "Teaching library researching in the humanities and the sciences: a contextual approach." In Theories of bibliographic education: designs for teaching, ed. by Cerise Oberman and Katina Strauch. New York: R. R. Bowker, 1982. pp. 135-170.

Stoan, Stephen K. "Research and library skills: an analysis and interpretation." College and Research Libraries 45no.2(March, 1984):99-109.

Swisher, Robert. "Criteria for the design of mail questionnaires." Journal of Education for Librarianship 21no.2(Fall, 1980):159-65.

Wayman, Sally G. "The international student in the academic library." Journal of Academic Librarianship 9no.6(January, 1984):336-41.

Werking, Richard Hume. "Evaluating bibliographic education: a review and critique." Library Trends 29no.1(Summer, 1980):153-72.

White, Donald J. "Workbooks for basic library instruction." Canadian Library Journal 38no.4(August, 1981):213-19.

Williams, Mitsuko and Elisabeth B. Davis. "Computer-assisted instruction: an overview." In Theories of bibliographic education: designs for teaching ed. by Cerise Oberman and Katina Struach. New York: R. R. Bowker, 1982. pp. 171-91.

APPENDICES

APPENDIX A

February 9, 1985

I am surveying the current state of bibliographic instruction across Canada. My master's project is focused on large university and college libraries. In addition to identifying methods and aids used to instruct regular students, I am attempting to determine what special services are provided for foreign students.

Your assistance in completing the attached questionnaire will help me in gathering geographically balanced information on bibliographic instruction methods and aids. If it is impossible for you to specify activities in branch libraries, feel free to make copies of the questionnaire for the branches.

A self-addressed, stamped envelope is provided for your convenience. Please return the questionnaire by March 10, 1985.

Thank you very much for your cooperation.

Sincerely,

Maureen F. Beristain
Faculty of Library Science
University of Alberta
Edmonton, Alberta
T6J 2G4

APPENDIX B

A SURVEY OF PRIMARY BIBLIOGRAPHIC INSTRUCTION METHODS AND AIDS USED IN CANADIAN ACADEMIC LIBRARIES, 1983-84

1. Name, position, and institutional affiliation of person completing questionnaire:

____

____

____

2. Student enrollment for 1983-84 for the entire institution:

Number of undergraduate students:

__________ Full time

__________ Part time

Number of graduate students:

__________ Full time

__________ Part time

3. Foreign student enrollment for 1983-84 for the entire institution:

__________ Number of undergraduate students

__________ Number of graduate students

****

Was bibliographic instruction provided at your institution during 1983-84?

_____ Yes _____ No

If yes, please continue.

If no, please stop at this point and return the questionnaire.

If you answer any of the questions numbered 4-31, do your responses provide information concerning the entire library system for your institution or a specific library only? (Please check only one.)

_____ Entire library system

_____ Specific library only

4. During 1983-84, who supervised bibliographic instruction at your institution? (Please check one category.)

_____ Director of library

_____ Assistant director

_____ Head of library public services or reference unit

_____ Coordinator of library instruction

_____ Bibliographic instruction committee

_____ Reference librarian appointed for this purpose

Comments:____

____

____

5. During 1983-84, who provided bibliographic instruction? (Please check as many categories as necessary.)

_____ Public services or reference librarians

_____ Technical services librarians

_____ Library support staff

_____ Library school students employed in library

_____ Library technician students employed in library

_____ Graduate (non-library school) students employed in the library

_____ Undergraduate (non-library technician) students employed in the library

_____ Academic (non-library) staff

6. During 1983-84, how was bibliographic instruction publicized? (Please check as many categories as necessary.)

_____ Information provided at student registration by library staff

_____ Class instructors

_____ Faculty committee announcements

_____ Faculty newsletters

_____ Letters to faculty

_____ Personal faculty contact

_____ Program descriptions

_____ Signs/posters

_____ Student newspapers

_____ University calendars

7. During 1983-84, which bibliographic instruction methods were used? (Please check as many categories as necessary.)

_____ Audio presentation

_____ Computer-assisted instruction

_____ Course-related instruction

_____ Group discussion

_____ Hands-on experience with materials

_____ Individualized instruction

_____ Lab session

_____ Lecture

_____ Library and research consulting for graduate students

_____ Minicourse (one day clinic)

Point-of-use instruction for:

    _____ Bibliographic tools

    _____ Audio-visual equipment

_____ Self-paced instruction

_____ Seminar/workshop

_____ Slide-tape presentation

_____ Term paper clinic for undergraduate students

_____ Tutorial group

_____ Other (please specify): ______________________

____

____

8. During 1983-84, which bibliographic instruction aids were used? (Please check as many categories as necessary.)

_____ Audiotapes

_____ Bibliographies

_____ Charts

_____ Computer terminals

_____ Exercises

_____ Films

_____ Film loops

_____ Film loops with audiotapes

_____ Film strips

_____ Film strips with audiotapes

_____ Graphic displays

_____ Library guides/handbooks

_____ Microcomputers

_____ Minicomputers

_____ Pathfinders/subject guides

Point-of-use guides for the use of:

    _____ Bibliographic tools

    _____ Audio-visual equipment

_____ Posters

_____ Slides

_____ Slides with audiotapes

_____ Transparencies

_____ Videotapes

_____ Workbooks

_____ Other (please specify): ________________________

____

____

9. During 1983-84, what did bibliographic instruction cover? (Please check as many categories as necessary.)

_____ Audio-visual equipment

_____ Audio-visual materials

_____ Card catalogue

_____ Computer-output-on-microfiche catalogue

_____ General reference materials

_____ Government documents

_____ Indexes and abstracts

_____ Library classification systems

_____ Library use in general

_____ On-line public access catalogue

_____ Periodical literature

_____ Subject-based reference materials

_____ Other (please specify):__________________________

____

____

10. During 1983-84, who produced bibliographic instruction aids? (Please check as many categories as necessary.)

_____ College/university (non-library) staff

_____ Commericial firms (Photographers, graphic artists, etc.)

_____ Library staff

_____ Suppppliers of bibliographic material (Slides, or leaflets from the H.W. Wilson Company, etc.)

11. During 1983-84, how were bibliographic instruction methods evaluated? (Please check as many categories as necessary.)

_____ Faculty committee review

_____ General impressions of student performance

Informally by:

    _____ Faculty

    _____ Library staff

    _____ Students

Formally by:

    _____ Pre-test

    _____ Post-test

Questionnaires completed by:

    _____ Faculty

    _____ Library staff

    _____ Students

_____ Validated control groups

Written feedback (other than questionnaires) from:

    _____ Faculty

    _____ Library staff

    _____ Students

12. During 1983-84, in which language was bibliographic instruction provided? (Please check as many categories as necessary.)

_____ English

_____ French

_____ Other (please specify): ______________________________

____

****

Were bibliographic instruction courses for credit offered in your institution during 1983-84?

A "course" is defined as a separate unit of instruction about the use and/or location of bibliographic materials. A course is formally structured and scheduled, such as a lecture or a slide/tape presentation.

_____ Yes _____ No

If yes, please continue below.

If no, proceed to question 20.

13. During 1983-84, how many bibliographic instruction courses for credit were offered?

Number of one-time sessions for:

__________ Undergraduate students only

__________ Graduate students only

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

__________ Both groups of foreign students together

Number of series of sessions for:

__________ Undergraduate students

__________ Graduate students

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

__________ Both groups of foreign students together

14. During 1983-84, how many students attended bibliographic instruction courses for credit? Figures represent entire

Number of students attending one-time sessions for:

__________ Undergraduate students only

__________ Graduate students only

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

Number of students attending series of sessions for:

__________ Undergraduate students only

__________ Graduate students only

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

__________ Both groups of foreign students together

15. During 1983-84, when were bibliographic instruction courses for credit offered? (Please check as many categories as necessary.)

_____ Fall term

_____ Winter term

_____ Spring term

_____ Summer term

16. During 1983-84, was student participation required or optional for bibliographic instruction courses for credit? (Please check as many categories as necessary.)

Undergraduate students:

_____ Required _____ Optional

Graduate students:

_____ Required _____ Optional

Foreign undergraduate students:

_____ Required _____ Optional

Foreign graduate students:

_____ Required _____ Optional

17. During 1983-84, how was students' time scheduled for participation in bibliographic courses for credit? (Please check as many categories as necessary.)

Scheduled as a separate class in library instruction on student's timetables:

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

Scheduled as a unit in another course:

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

Attended during students' free time:

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

18. During 1983-84, how were bibliographic instruction courses for credit graded? (Please check only one category.)

_____ Letter/number grades

_____ Pass/fail grades

_____ Letter/number and pass/fail

19. During 1983-84, were students required to repeat failed or incompleted bibliographic instruction courses for credit?

_____ Yes _____ No

If yes, which students were required to repeat? (Please check as many categories as necessary.)

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

****

Were non-credit bibliographic instruction courses offered in your institution during 1983-84?

_____ Yes _____ No

If yes, please continue.

If no, proceed to question 27.

20. During 1983-84, how many non-credit bibliographic instruction courses were offered?

Number of one-time sessions for:

__________ Undergraduate students only

__________ Graduate students only

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

__________ Both groups of foreign students together

Number of series of sessions for:

__________ Undergraduate students

__________ Graduate students

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

__________ Both groups of foreign students together

21. During 1983-84, how many students attended non-credit bibliographic instruction courses?

Number of students attending one-time sessions for:

__________ Undergraduate students only

__________ Graduate students only

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

Number of students attending series of sessions for:

__________ Undergraduate students only

__________ Graduate students only

__________ Both groups of students together

__________ Foreign undergraduate students only

__________ Foreign graduate students only

__________ Both groups of foreign students together

22. During 1983-84, when were non-credit bibliographic instruction courses offered? (Please check as many categories as necessary.)

_____ Fall term

_____ Winter term

_____ Spring term

_____ Summer term

23. During 1983-84, was student participation required or optional for non-credit bibliographic instruction courses? (Please check as many categories as necessary.)

Undergraduate students:
_____ Required _____ Optional

Graduate students:

_____ Required _____ Optional

Foreign undergraduate students:

_____ Required _____ Optional

Foreign graduate students:

_____ Required _____ Optional

24. During 1983-84, how was students' time scheduled for participation in non-credit bibliographic instruction courses? (Please check as many categories as necessary.)

Scheduled as a separate class in library instruction on student's time tables:

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

Scheduled as a unit in another course:

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

Attended during students' free time:

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

25. During 1983-84, how were non-credit bibliographic instruction courses graded? (Please check only one category.)

_____ Letter/number grades

_____ Pass/fail grades

_____ Letter/number and pass/fail

26. During 1983-84, were students required to repeat failed or incompleted non-credit bibliographic instruction courses?

_____ Yes _____ No

If yes, which students were required to repeat? (Please check as many categories as necessary.)

_____ Undergraduate students

_____ Graduate students

_____ Foreign undergraduate students

_____ Foreign graduate students

27. During 1983-84, what types of library orientation sessions (for example, library tours) were offered for new faculty members? (Please check as many categories as necessary.)

_____ None

_____ Individual sessions

_____ Group sessions

28. During 1983-84, what types of library orientation sessions (for example, library tours) were offered for graduate teaching/research assistants? (Please check as many categories as necessary.)

_____ None

_____ Individual sessions

_____ Group sessions

29. During 1983-84, what funds were spent on bibliographic instructional materials?

Library $______________

______________% of total budget

Departments $______________

______________% of total budget

Comments: ____

____

30. During 1983-84, how were funds allocated for bibliographic instructional staff?

Library budget: $__________/year

Departmental budgets: $__________/year

Comments: ____

____

31. What changes are planned or predicted in bibliographic instructional methods in your institution during the next three years?

____

____

____

____

____

____

If you would like a copy of the survey results, check below.

_____ Yes

Please return to: Maureen F. Beristain
Faculty of Library Science
University of Alberta
Edmonton, Alberta T6J 2G4

APPENDIX C

March 13, 1985

Approximately one month ago I sent you a questionnaire regarding bibliographic instruction in Canada. As of today your response has not yet been received.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. The purpose of the study is to gather information on bibliographic instructional methods and aids currently used in Canadian academic libraries. In order to present geographically balanced survey results, your cooperation is greatly needed.

In the event that your questionnaire was never received or has been misplaced, another copy is enclosed. Please return the questionnaire by April 5, 1985.

Thank you for your assistance.

Sincerely,

Maureen F. Beristain
Faculty of Library Science
University of Alberta
Edmonton, Alberta
T6J 2G4

APPENDIX D

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3Y1

Queen Elizabeth II Library

Telex: 016-4677
Tel.: (709)

March 15, 1985

To: Maureen F. Beristain
Faculty of Library Science
University of Alberta

Elizabeth Frick
School of Library Service
Dalhousie University

From: Richard H. Ellis
University Librarian
Memorial University

Re: Bibliographic Instruction Survey

Notice of your two surveys reached my desk at nearly the same time. Ever the one to facilitate, I am sending you each a copy of the work of the other. Enjoy.

I am forwarding the completed form to you, Ms. Beristain with the sincere wish that it will forward your career and will provide a reasonable contribution to the literature of BI surveys which Dr. Frick notes briefly.

Both of you, however, should be aware of my general view of such surveys. Dr. Frick asked for it, and Ms. Beristain may find it interesting, if not useful.

Memorial is currently discussing its BI effort. This is proving to be a frustrating experience. It is not so much that there is a dearth of reporting of what other institutions (of whatever ilk) are doing in the area, but that there is an absolute lack of any concrete notion of why it is being done and whether it is working.

I am strongly suspicious of unexamined goodness (UG) and I find that BI has mammoth quantities of UG, at least in the academic environment. The statement, "It is premature to attempt to evaluate the impact on users of these programmes" (Frick, p.2) is only accurate insofar as it will be difficult to find an institution that has defined the goals of its BI program concretely enough to allow for an empirical measure of the results.

Finally, it is not clear that a survey such as you have proposed, Dr. Frick, (or that you are carrying out, Ms. Beristain) is the necessary antecedent to "further research into the most effective ways to structure user education programmes"

BEST COPY AVAILABLE

(Frick, p.2). Bibliographic instruction is a vexing area, indeed, but not because we lack surveys of the range of current programmes. It is time to get on with empirical evaluation so we can see what works, or does not. The major first step will be to define the verb "to work" in the above sentence.

At the outset I indicated that Memorial would be sending off the completed questionnaire to Ms. Beristain. We will do no less for the proposed survey from Dalhousie. Both will become contributions to the literature. Whether either has more impact than the latest *JASIS* article refining the Bradford Distribution is a question I will not comment on.

RHE/

cc: Iain Bates, Chair, AACIC

2 of 2

MEMORIAL UNIVERSITY
LIBRARIAN'S
FEB 19 1985
SECRETARY
OF NEWFOUNDLAND

ACADIA UNIVERSITY
VAUGHAN MEMORIAL LIBRARY
WOLFVILLE, NOVA SCOTIA, CANADA B0P 1X0
TEL. 902-542-2201

February 12, 1985

TO: AAULC Members

FROM: Iain J. Bates, Chairman

RE: Proposed Survey of Bibliographic Instruction

Dr. Elizabeth Frick of the School of Library Service, Dalhousie University, has sent me the attached proposal for a survey of bibliographic instruction in the social sciences and humanities. Since this is likely to be of interest to all Council members, I am distributing copies with the suggestion that since our next meeting is not until May 30, we send our comments directly to Dr. Frick. I shall put the survey on the agenda for the May meeting.

Sincerely,

Iain J. Bates
Chairman, AAULC

IJB/dcb

January 29, 1985
File:1.01

Ms. Flora E. Patterson
Secretary
Committee on Bibliography and
Information Services for the
Social Sciences and Humanities
Room 409A
National Library of Canada
395 Wellington Street
Ottawa, Ontario
K1A 0N4

Dear Ms. Patterson:

As you know I had the opportunity to examine, through the courtesy of Norman Horrocks, both the Interim Report and the Draft of Final Report on the Survey of Bibliographic Instruction done by the Committee on Bibliography and Information Services for the Social Sciences and Humanities (CBISSSH). While the survey was most welcome, the following is a proposal for further development of the idea.

Will you examine this proposal and let me know if you think it a feasible endeavour for the National Library? I will appreciate any comments or suggestions that you may have.

Yours sincerely,

Elizabeth Frick
Assistant Professor

EF:CF
Enclosure

BIBLIOGRAPHIC INSTRUCTION SURVEY

A PROPOSAL

This is to propose that the Committee on Bibliography and Information Services for the Social Sciences and Humanities (CBISSSH) of the National Library Advisory Board conduct a pilot survey in the Atlantic provinces on the practice of user education in libraries in the region. This pilot survey in one region of the country would serve as preliminary to a wider, national survey of instruction practice in libraries.

The survey recently completed by the CBISSSH, the Survey of Bibliographic Instruction in Selected Departments of Canadian Universities, developed a methodology and an instrument for surveying university departments about their activities in training students to use libraries. The present survey would use the expertise and the instruments developed in the earlier effort, appropriately modified, to examine the newer field of endeavor, the effort by library and information specialists to aid information users in independent information gathering.

A survey conducted two years ago by the Atlantic Provinces Library Association (APLA), in the four Atlantic Provinces, looked at instruction in school, special/government, public and academic libraries. Copies of the questionnaire used and of the summary of responses, are attached. The experience and the data gained from this exercise can be profitably used now.

It will be noted that, while the questions on the APLA survey do not offer the depth of information offered by the CBISSSH questions, the APLA survey was applied to APLA members in a variety of types of libraries as opposed to academic institutions only, and was addressed to librarians as opposed to teaching faculty.

The APLA study noted the difficulty in designing a questionnaire to suit the variety of environments.

> It should be noted that in reviewing the responses, it became apparent that the questionnaire reflected the activities of the university or school environment, where structured classes and talks are necessarily a major focus of effort. [page 1 of the Synopses...]

This is a problem with which the present proposed survey must deal.

The only other general look at instruction efforts in Canadian libraries which comes to mind is that done by Sheila Laidlaw. It was, as she says, a cursory look expanded from previous surveys, by means of personal contact, annual reports etc.

> This chapter will attempt a glance at instructional activities and publications in representative examples of the various types of libraries in Canada, noting published references to these programmes. ["Progress and Recent Developments...", p. 195]

There have been some specific programmes described such as the Kitchener Public Library programme described by Handley in 1983 (see Bibliography).

It appears that the time has come to examine a number of questions having to do with user education in Canadian libraries. Some of the questions:

1. What kinds of user education are found appropriate in our libraries?
2. At what levels is such education taking place?
3. Who is doing the educating?
4. Who is being educated?
5. What kinds of resources (e.g. AV, textbooks) are being used?
6. What kinds of libraries are doing which kinds of instruction?
7. How high a priority is user education in Canadian libraries?
8. Are there regional differences in the amount and quality of user education?
9. How much of the instruction is currently using computer technology and should/might this be furthered?
10. Is there a need to develop Canadian publications (e.g. textbooks, films, videos, software) for use in Canadian instruction programmes?

It is premature to attempt to evaluate the impact on users of these programmes.

Is it possible, then, for the CBISSSH to address itself to the problem of designing and implementing such a survey to complement and complete the one already conducted?

The information gathered would be valuable in a number of ways immediately envisaged. Some of the most immediate:

1. A basis for further research into the most effective ways to structure user education programmes,
2. A basis for further research into adult and independent learning,
3. Data for use in the education of librarians on the important field of bibliographic instruction,
4. A source of information about programmes and about resource people across the country,
5. A basis for examination of regional differences in service priorities,
6. A basis for later studies of changes in library service over a number of years,
7. Later researchers might use the information gathered here to evaluate the impact of user education on information dissemination in Canada.

There would be various stages evident in the long-term proposal:

1. Goal setting,
2. Budget and implementation design,
3. Questionnaire design,
4. Questionnaire testing,
5. Questionnaire revision,
6. Pilot survey: A,
7. Compiliation of data: A,
8. Evaluation of pilot,
9. Revision of questionnaire,
10. National survey (academic libraries): B,
11. Compilation of data: B,
12. National survey (public libraries): C,

13. Compilation of data: C,
14. National survey (school libraries): D,
15. Compilation of data: D,
16. National survey (special and government libraries): E,
17. Compilation of data: E,
18. Cumulation of all results,
19. Publication of report.

At this, initial, stage the proposal would complete the first seven steps. The pilot survey (A) should be designed to include all four kinds of libraries and as many questions from the later surveys as appropriate, in order to provide testing and input for all later surveys (B,C,D,E).

The Atlantic region is an attractive area to use as the grounds for a pilot survey for a number of reasons:

1. It is a relatively compact areathat, at the same time, includes a number of provinces allowing some opportunity to observe instruction in differing environments,
2. There has already been a survey offering some preliminary framework for a detailed study,
3. There is a very active group of librarians already in existence representing various types of libraries (government, special, academic, public and school) and explicitly interested in library use instruction,
4. The Dalhousie University School of Library Service is in the area and is the only library school in Canada currently offering to students a complete course in bibliographic instruction. The material and human resources at Dalhousie could offer a background for the survey.
5. The region of the Atlantic Provinces offers a unique opportunity for study of both French-language and English-language institutions.

BIBLIOGRAPHY

1. Atlantic Provinces Library Association, Committee on Library Instruction. Questionnaire on Library Instruction in Atlantic Canadian Libraries. n.p., 1983?

2. Atlantic Provinces Library Association, Committee on Library Instruction. Synopses of the Responses to the "Questionnaire on Library Instruction in Atlantic Canadian Libraries." n.p., 1983?

3. Franklin, Karen. Survey of Bibliographic Instruction in Selected Departments of Canadian Universities, 1982/83: Draft of Final Report. Ottawa, 1984.

4. Hendley, Margaret. "Kitchener Public Library," in Educating the Public Library User, John Lubans, Jr., ed. Chicago: American Library Association, 1983, pp. 95-108.

5. Laidlaw, Sheila M. "Library Instruction in the 70's: The State of The Art in Canadian Academic Libraries," in Library Instruction in the Seventies: State of the Art, Hannelore Rader, ed. Ann Arbor, MI: Pierian Press, 1978.

6. Laidlaw, Shila M. "Progress and Recent Developments in Canadian Libraries," in Progress in Educating the Library User, John Lubans, Jr., ed. New York: Bowker, 1978, pp. 195-209.

7. National Library of Canada, Committee on Bibliography and Information Services for the Social Sciences and Humanities. Survey of Bibliographic Instruction in Selected Departments of Canadian Universities, 1982/83.

cc: Susan McLean, APLA Committee on Library Instruction, Convenor
✓Iain Bates, Chair, Association of Atlantic University Librarians Council
Norman Horrocks, Dean, Faculty of Management Studies, Dalhousie University
Barbara Hicks, National Library, Committee on Bibliography and Information Services for the Social Sciences and Humanities
Karen Franklin, National Library

April 16, 1985

Mr. Richard H. Ellis
University Librarian
Memorial University of Newfoundland
St. John's, Nfld.
A1B 3Y1

Dear Mr. Ellis:

I apologize for the delay in replying to your letter of March 15th. The end of term has been quite hectic. I did appreciate your careful reply and your making of the connection with Maureen F. Beristain's work. I shall be writing to her.

In reply to your expressed concerns:

a) The frustration felt by Memorial in discussing its B.I. effort! There is, indeed, as you say, a "dearth of reporting of what other institutions (of whatever ilk) are doing in the area." I would only add to that statement, "in Canada particularly." It is a frustration I share as I assign research papers in the course in user education that I teach here at Dalhousie. The reporting is spotty at best, impressionistic most of the time, and totally incomlete. That is one of the reasons I feel so strongly the need to encourage a sound, across-the-board survey of practices.

b) The sceptical eye on Unexamined Goodness: While I am enough of My Mother's Chile not to throw UG out in all arenas, in this case I am with you. It is why I stress to my classes the necessity of clear planning for a programme, planning that may be instigated by administration and that looks at the goals of the library/university as a main source of direction. It is also why I stress the unit on evaluation, a unit it is much easier to teach since ALA's Association of College and Research Libraries, Bibliographic Instruction Section published the Evaluation Handbook in 1883. Perhaps my sentence about it being premature to attempt to evaluate the impact on users of these programmes, was worded poorly. What I was trying to say was that examining the impact of User Education in a broad sense--in the sense of its impact on the general, national level of awareness of information access--was premature. I do agree--almost to the point of taking it for granted--that any survey should question what methods, even what results, have been noted in the evaluation of individual programmes.

c) How will such a survey help us to know what works or even what "working" means: I think it would be both unkind and unproductive to expect that a survey such as this might define what "working" meant. That would not be a survey, but rather a philosophical think session or an in-depth research project of different proportions.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Dr. Richard Ellis
Page 2
April 16, 1985

Sounds disgustingly like a dissertation project! But to the question of how a survey might help us to know what works, I can only answer that coming as I do from years of planning and implementing programmes of instruction, understanding what others were doing and how they were doing it is always a stimulus for new directions. It is also a source of data for information on where to go if one needs to examine programme or programme element in action.

There is so much instruction activity going on in Canada in public, school and academic libraries, that I for one should like to see the depth of it examined as one step in a better understanding of the needs of libraries and of library education.

As for your opinion of Bradford's Law of Scattering--that will have to wait for a semi-dark pub and long drink. Until then, I thank you for your service as a cross-pollinator! I appreciated your comments.

Yours truly,

Elizabeth Frick
Associate Professor

cc: Iain Bates, Chair, AAULC
✓Maureen F. Beristain,
Faculty of Library Science
University of Alberta.

APPENDIX

CONDENSED FORMAT:
Omits mailing information and space for answers!

QUESTIONNAIRE ON LIBRARY INSTRUCTION AND ORIENTATION

e and title and institution of person completing

What forms of library instruction and orientation are used in your library? Please describe the types you use, as listed below, and add any others not mentioned. Please describe as fully as possible, using a separate sheet if necessary.

Format — *Time of Year & Frequency* — *Types Or Topics* — *For What Audience?*

1a) *Tours* i) General:

- ii) Related to specific subjects:
- iii) Self-guided – printed
- iv) Self-guided – following signs or numbers (clues posted throughout the library)

1b) *Publications* (e.g. maps, handbooks, worksheets, *Pathfinders*, bibliographies)

- i) Free?
- ii) For a cost? To whom?
- iii) Workbooks – self-correcting
  librarian-correcting
  faculty member correcting

1c) *Meetings with Faculty Members* For specific disciplines? In general?

- i) Informal – how arranged?
- ii) Formal – when? and how arranged?

1d) *Class Sessions* – Related to specific academic subjects:

Credit/Noncredit *One Time/Series*

- i) Librarian visiting class
- ii) Class or section visiting library

1e) *Class sessions* – Sponsored by Library (or others?) – essay clinics, bibliographic instr. etc.

Credit/non-credit? .... One time/Series? ....

1f) *Point-Of-Use Instruction* by i) Displays (e.g. Indexes)?
ii) A-V presentations?

1g) *Do You Use A-V Programs* For Any Other Instructional Purposes?

2. Are any of the activities covered in question 1 compulsory for any students or faculty members on your campus? If so, which? and for whom?

3. Do any librarians or other members of your library staff have a full-time responsibility for orientation/instruction? How many of each category?

4. Is orientation carried out by staff of one department (e.g. reference)?

5. Is there a committee to plan instruction and orientation programs? Is it library-wide in representation? Does it have or seek input from students and/or faculty members?

6. How do you publicize programs?

7. Have you any evaluation procedures built into, or following the programs you conduct?

8. Do you see any significant changes in the type, format and/or role of instruction in library use on your campus?

9. Have there been any significant trends in recent years related to library instruction on your campus?

THANK YOU FOR YOUR HELP – AND PLEASE FEEL FREE TO ADD ANYTHING ELSE THAT YOU THINK MAY BE WORTH SHARING.

BEST COPY AVAILABLE